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ЦІННІСНІ ВИМІРИ ПСИХОФІЗИЧНОЇ АДАПТАЦІЇ ВЧИТЕЛЯ-ПОЧАТКІВЦЯ

Анотація. У статті проаналізовано наукові підходи до тлумачення сутності поняття «адаптація» та на основі цього схарактеризовано зміст поняття «психофізична адаптація молодого вчителя», з'ясовано його аксіологічну визначеність. Узагальнено дані експериментального пошуку з проблеми ціннісного виміру психофізичної адаптації молодого вчителя в умовах творчого пристосування до нових обставин професійної самореалізації.

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VALUE MEASURING OF PSYCHOPHYSICAL ADAPTATION OF A TEACHER-BEGINNER

Modern requirements to organization of teaching and educational process in secondary school advance some new claims to a teacher-beginner. As a result a previous experience of usual work methods which he/she has received during the period of studies becomes unfit for new conditions. The difference in organization, tasks and conditions of teaching and educational process in higher and secondary schools creates some kind of a barrier which should be overcome by a young teacher to actively join in the new forms of activity and successfully move to the goal – professional and personal formation. Mastering the new work methods, entering a new way of life, habituation to changed forms of teaching and educational work organization of a teacher-beginner occurs during a long period of time called adaptation.

We point out that the notion “adaptation” is being widely used in fundamental and applied sciences like biology, medicine, psychology, social pedagogy and is used for explanation of the essence of some physiological, social and psychological phenomena etc. In our research we consider the process of psychophysical adaptation of teachers-beginners as an active constructive adoption

of new conditions of professional self-realisation during which such merits as ability to rational organization of pedagogical activity, collective and personal work-rest schedule, systematic work at professional self-education are being formed and as the result they acquire stronger professional abilities, build harmonious interpersonal relations (in a company of teachers, pupils, parents), preserve state of health that is optimal for their age [2, c. 20].

What are the specific features of the process of psychophysical adaptation of teachers-beginners? Is it a long lasting passive habituation, adjustment of a person to new working conditions or an active and regulated process? Let us try to look at the problem of value measuring of psychophysical adaptation of young teachers from such points of view: firstly, how the process of adaptation influences the effectiveness of their professional formation, secondly, which aspects of way of life can optimize the process of adaptation to the changed working conditions, prevent the appearance of deadadaptation syndrome of teachers working for the first year, prevent the loose of value attitude to the profession.

The methods of study the value measurement of psychophysical adaptation of teachers-beginners (those whose working experience at school is less then 5 years) was considered to be the method of conversation and interview. The questions were pointed to finding out the specific aspects of their professional work organisation (teaching load per day and week, time for preparation to lessons, sleep period, ways of spending free time during the week and at weekends etc.). The conversation supposed also the estimation of such a parameter as satisfaction with the professional choice of the respondent. The respondents were young teachers of secondary schools in Kyiv (46 persons) who work for the fist and second year. The research was conducted in study year 2011-2012.

It was found out that the change of usual approaches to the organization of the work of young teachers during their psychophysical adaptation is caused by different circumstances. Let us give their characteristics.

The first block of circumstances that cause the difficulties in psychophysical adaptation of young teachers is formed by the set of social and psychological problems connected to adoption of a new social role, a bit different collective and individual forms of behaviour. The change of social environment, loss of referent groups formed during the studies in university, usual way of communication requires from a teacher-beginner some efforts to form a new behaviour model which would provide him a wishing position in a new team and a comfortable existence in it. In changed circumstances of life at the position of which here is a new communication situation, appearance of newly build professional contacts a young teacher needs not only to show such features of character like openness, frankness, goodwill, but also the ability for self protection, readiness for changing interests, stereotype, values.

So, the psychophysical aspect of adaptation needs from a former student to rearrange a stated behaviour, reaching a better flexibility in communication, forming individuality in a team which can be reached by persistant self-education and a high level of self-regulation. It is quite logic that in such circumstances an individual will reach a balance state, harmony with inner and outer world hence a

state of psychophysical adaptation which is equal to the “norm” and “psychophysical health”.

The other important aspect of young specialist adaptation is a change of a common way of life, work-rest schedule, enriching of loadings which point out the need of adoption to new working conditions, possibilities and forms of leisure organization. Let us ground these facts.

It is well known that the main form of a teacher activity is a lesson. Beside this a teacher is obliged to prepare this lesson at home, check the works of pupils, conduct classes, consultations, work with parents and authorities etc. The research states that time needed for all these activities is higher than in stated norms. So we found out that while having a load of 18 – 24 hours per week, teachers usually work for 10 – 12 hours a day.

The results of the research indicate that the norms of time are absolutely inadequate for young teachers. That is why 29 respondents (63,04 %) work at their days off. Most of respondents – 34 persons or 73,91% consider a day and week load to be too hard. Teachers say that during their first year of working at school they worked too hard, felt themselves permanently tired, slept badly. As a rule only during the second year of working it starts to becoming a balance between the feeling well and receiving good results at work.

According to the results of the interview almost each second teacher supposes that he sleeps not enough. We should admit that the period needed for sleep is absolutely personal and depends on the character of activities, state of a person, age, peculiarities of a person and other factors [1, p. 234-235]. According to physiological norms the period of sleeping for our respondents is from 7 to 8 hours. Our research confirms that the period of sleep of young teachers is abnormal: min – 5,8 hours, max – 6,3 hours. So the respondents suppose that there are impartial and individual reasons of short sleeping, like: 1) a huge load during a working day and week; 2) stresses, alarm caused by professional activity and communication tension caused by the specifics of professional system “person-person”; 3) personal worries etc. Though the analyses of answers of young teachers to the questions: “What time do you go to sleep?” and “What time do you wake up?” showed that the respondents have no habits in healthy sleep arrangement. The research shows that a habit to do something at one time forms so called dynamic stereotypes (nerves ensembles) which are automatically turned on in a certain time [1, p. 217]. A lack of consciousness of respondents in the importance of stating the regime, provision of good conditions for sleep (hygienic, air and temperature etc.) provoke the state of common asthenation (exhaustion) of the body and cause health problems of young teachers. As a result the peculiarities of work and way of life of teachers-beginners are the reasons of neurotic misbalances which occur at this profession quite often.

During the process of adaptation usual forms of behaviour of a person and organization of his/her way of life are being changed [2, p. 23]. The received data show that during the study year young teachers usually start trying to rearrange their way of life. But their usual way of life indicates a low level of formed habits of rational planning of leisure, absence of active forms of spending free time.

Though young teachers suppose that they should be more active at their leisure, the real measure of their activities in leisure time is 26,67 %, and time spent passively is 73,33 %. Besides this young teachers admit that they pay not much attention to their health, they usually work being ill or feeling badly.

Nowadays we can clearly see the tendency to personification of way of life a teacher, support of his/her effective professional activity that is why the problem of forestalling the professional disappointment is in time and has several aspects. First of all to the factors that influence the general state of a person and his/her value formation belong peculiarities of a complex and diverse activity of a secondary school teacher namely increased working time, high emotional tension and professional responsibility for the result of educational influence, keeping the demand of high level of special education etc. In this point of view at the problem we meet a "syndrome of burning-out" which is considered by scientists to be a three component system consisting of exhaustion, depersonalization and reduction of personal achievements [3]. At our point of view a try to shut oneself off difficulties of psychophysical adaptation can cause a conflict with reality for young scientists. As immunity system becomes stronger and develops in interaction with antigens, so negative emotions which are much determined by hierarchy of professional and personal values are the factors that inactivate protective mechanisms of nervous system.

While solving the tasks of the research we came into conclusion that value measures of a young teacher psychophysical adaptation can be seen through a personal satisfaction of successes in pedagogic activity (or at the other case of disappointment in profession) and impartial results of effective self-realisation in the profession. So let us analyse the availability and the level of correlation ties between parameters "satisfaction of professional choice" and "effective adjustment to new conditions of professional self-realisation" of a teacher-beginner. The analysis is based on calculations by Pierson coefficient of correlation. To work out the data we used a set of applied programs of statistic information processing STATISTICA.

While conducting the data analyses we found out that 28 respondents (60,87 %) have positive correlation tie of mentioned parameters; 11 respondents (23,91 %) have no correlation or it is too weak; 7 persons (15,22 %) have negative correlation. Thus the process of young teachers' psychophysical adaptation affects not only deep processes of life sustenance which are at the level of physiologic processes but also determines a value attitude to the profession.

The results of the research let us confirm some mentioned deductions and determine the directions of further analyses.

1. Young teacher psychophysical adaptation is not just an adaptation to new conditions of professional activity. It is a complex multiple-aspect process concerning not only social, psychical sphere, the most important functions of life sustenance but a professional self-identification as well.

2. Reaching the needed level of psychophysical adaptation of teachers-beginners is not always contributory for a person and can be accompanied by such displays of deadaptation as bad sleeping, overwork, bad feeling. These is caused by the difference of activity characteristics in university and school, the change of communicative situation, need to work with high loads, need to adopt a new social role in the period of professional formation of a person and state of value priorities.

We suppose that optimization of the processes of psychophysical adaptation, prevension of professional disappointment by young teachers can provoke the cultivation of such personal merits as fortitude (an ability to control the events in life and influence on them), self-esteem, self-effectiveness (confidence of a specialist in solving the professional task in adequate way), inner locus of control (inclination of a person to explain the appearance of prominent events in life as a result of his/her own efforts), having a wide set of coping types (ways to overcome stresses). The in time of the research of mentioned aspects of value measuring of psychophysical adaptation of young teachers points out at the direction of further researches of the author.

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