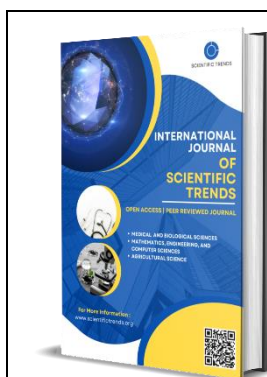


# Phenomenon of Professional Stress in Pedagogical Activities of the Higher Education System

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## Abstract

The article describes professional stress in pedagogical work and its effect on the work of a pedagogue. It is shown that a teacher's professional activity is accompanied by many stress factors that determine professional stress and have a negative effect on the effectiveness of the professional activity of teachers. It is noted that the violation of adaptive mechanisms, low resistance to stress, long-term chronic effects of stress factors lead to a number of psychosomatic diseases.

**Keywords:** Occupational stress, teacher burnout, behaviour, burnout symptoms, psychological health.

## Introduction

The teaching profession is related to entering the category of professions prone to stress, because the teacher has to deal with various professional tasks that involve significant emotional and energy costs, with a lack of time and information, constant open communication with people. The professional activity of a modern teacher requires constant and maximum mobilization of his resources, demands for his resistance to stress and flexibility. The ability to successfully cope with stress and minimize its negative effects is an important skill for a teacher.

The problem of stress has traditionally been of great interest to scientists and practitioners and combines many fundamental and applied studies. Great scientific experience in studying stress and combating it has been gathered abroad (V.Wundt, V.James, V.Cannon, R.Lazarus, G.Sele, etc.). Interest in the study of stress and resilience to stress in domestic science is constantly increasing. V.A.Ababkov, V.V.Bodrov, A.V.Waldman, M.M.Kozlovskaya, O.S.Medvedev, N.E.Vodopyanova, L.A. Kitaev-Smyk, A.B.Leonova, Well-known psychologists such as shcherbatykh dealt with the problem of revealing the psychological problems of the teacher's stress and stress resistance.

There are many questions related to understanding the characteristics of teachers' stress and resilience to stress, the characteristics of their coping strategies depending on various personal factors in the course of their professional activity.

According to L.Levy's psychosocial theory of stress, psychological social stimuli together with physical or psychoneural painful events cause stress, which is based on the study of psychosocial stress.

American psychologist R.Lazar emphasizes the need to take into account not only externally observed, recorded, but also psychological processes in his theory of stress assessment. One such process is the threat assessment process. The stress response can only be understood by considering the defense processes generated by the threat. Physiological as well as behavioral systems of attitudes towards threat are related to internal psychological structure.

A comparison of psychological stress theories and concepts shows that they reflect two sides of the meaningful features of stress: on the one hand, procedural and regulatory, on the other hand, subjective and correlational (cause-effect). Two aspects of the same problem are closely related - any professional activity can cause psychological reasons for the development of stress or reflect the negative impact of physical and social environmental factors on psychological state and behavior, as well as any psychological stress of an interpersonal nature, behavior - it is reflected in the character, including the labor activity of a person.

According to the research of A. B. Lionova, there are three main directions that combine different theories, models, concepts of stress development, namely: environmental, transactional and regulatory. "In the first of them, stress is understood as the result of the interaction between the individual and the environment; in the second - as an individual flexible reaction of a person to the complexity of the situation; in the third - as a special class of states reflecting the mechanism of regulation of activity in difficult conditions".

When studying the professional activity of a teacher, it is important to take into account the impact of professional stress on the specialist during the performance of his professional functions. Scientists consider professional stress as a process of interaction between a person and the professional environment in which the demands of the professional environment significantly exceed the personal and professional resources of the subject of professional activity and threaten his professional development.

N.V.Samukina stated that "Occupational stress is a stressful situation that occurs when an employee is faced with emotional negative and extreme factors related to his professional activities".

Researchers empirically identified the leading stress factors in pedagogical activities. These include: problematic psychological and pedagogical situations and tasks that cause professional difficulties in the teacher's mental structures. Pedagogical difficulties are determined, on the one hand, by the complexity of the pedagogical situation, and on the other hand, by the operational and personal resources of the teacher. The factors that determine professional stress in pedagogical activities are: the psychologically complex object of teachers' work and the stressful nature of the professional activity of pedagogical workers.

According to many scientists, the components of the individual (temperament, nervous system characteristics, age-related development), personal (motivation, character, value, attitude) spheres of the human psyche, as well as its cognitive and operational-active potentials act as resources that resist mental stress.

Scientists are conducting research on the processes aimed at overcoming stressful situations, that is, coping behaviors (English coping - overcoming).

In the course of studying adaptive mechanisms, scientists have formulated a three-factor model of coping, consisting of coping strategies, coping resources, and coping behaviors. A coping strategy is a person's actual response to a perceived threat, defined as a method of managing a stressor. Coping resources are relatively stable personality traits that provide a psychological basis for coping with stress and help develop coping strategies. Behaviors of an individual that are regulated and shaped by using coping strategies, taking into account coping resources, are defined as coping behaviors.

In a stressful situation, purposeful activity, switching and distribution of attention is almost impossible, even a general inhibition of activity or complete disorder is possible. At the same time, skills and habits remain unchanged and can replace conscious actions. Under stress conditions, there may be errors in perception (determining the number of enemies that appear unexpectedly), memory (forgetting familiar people), inadequate reactions to unexpected stimuli.

However, for some people, insignificant stress can lead to increased energy, increased activity, clarity and clarity of thought, and stage feelings. It is impossible to determine in advance whether this situation will lead to a person's stressful situation. Behavior in a stressful environment largely depends on a person's personal characteristics: the ability to quickly assess the situation, the skills of quick orientation in an unexpected situation, strong-willed self-determination, persistence, the appropriateness of actions and the development of endurance, the experience of behavior in a similar situation.

Most people under the concept of "stress" understand anxiety, sadness, strong negative emotional experiences. This is partly true, but only partly, because great joy, unexpected success, triumph are also stressful. On the contrary, it is the stress factor that causes stress, not stress.

Stress is an abnormal response of the organism to any demand placed on it. Stress is an unhealthy reaction of the body, which requires a more or less functional restructuring of the body, adaptation. Mental stress, incompetence, insecurity, purposeless existence are the most harmful stress.

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