

Розділ V
**СУЧАСНА НАУКА
ІНОЗЕМНИМИ МОВАМИ**

Z. Ya. Kovalchuk

*Candidate of Psychological Science,
Associate professor Psychology department deputy
dean of Lviv State University of Internal Affairs*

**SOME PERSONAL CHARACTERISTICS
OF THE TEACHER AS A DETERMINANT
OF POSITIVE TEACHER INTERACTION**

In the article theoretical analysis of «emotional fortitude» concept, emotional peculiarities of personality is put into practice, factors which influence upon forming of pedagogue' emotional fortitude are determined. The author suggests his own characteristic of notion "emotional fortitude", points out to the fact that emotional culture is one of the most important components of pedagogic skill and takes the part of weighty motive force of pupil' harmonious personality forming. The author also lays the stress on the fact that emotional fortitude is a difficult and many-sided quality of pedagogue' personality.

Key words: *emotional fortitude, pedagogue, pupil, pedagogic activity, emotional peculiarities, emotional culture.*

The problem of pedagogue' emotional fortitude is rather important, as pedagogue' work belongs to the stress category and demands considerable resources of self-control, assists in the process of effective adaptation to professional activity.

Emotional fortitude is one of the structural components of pedagogic activity and is research subject of many authors, in particular: emotional component as the factor which makes positive or negative influence upon organization of educational process and progress of professional activity in the whole, in pedagogic work and creation was studied in L. M. Akhmedzianova, L. I. Bozhovych, Ph. N. Gonobolin, V. A. Kan-Kalyk, A. S. Makarenko, I. Y Synytsia, V.O. Sukhomlynsky' researches; empathic experiences in pedagogic activity control are studied enough in researches of N. V. Kuzmina, O.O Prokhorov; influence of psychical conditions over work productivity of the teacher are examined by M. D. Levitov, R. I. Khmeliuk, L. S. Shubina; the problem of pedagogues' emotional

fortitude was a research object of L. I. Buchek, L. M. Mitina, T. V. Osadcha, R. I. Khmeliuk, O. Y. Chebykin; methods of emotion regulation and self-control in pedagogic activity were investigated by I. A. Ziaziun, N. V. Samoukina, V. A. Semychenko, R. I. Khmeliuk and T. S. Yatsenko.

Regulatory role of emotions in pedagogic activity, as a whole, in the present scientific investigations is studied in detail. Nevertheless, the case studies, directed at studying of emotional regulation peculiarities of pedagogues' professional activity at tense situations are gapped practically. Also application technology and programs, directed at emotional self-control of pedagogue' work, didn't obtain enough development in such situations. Just that very fact predetermined the theme choice of our investigation.

Object of the article is to show the influence of pedagogue stability over effective cooperation with pupils.

Emotional peculiarities of a person, for whom emotional stability is characteristic, taking into consideration that pedagogue profession expects presence of developed emotions, are the weighty components.

Emotional peculiarities of a person are characterized by such indices:

- Emotional excitability- willingness decree of emotional reaction at significant for a person irritant. It is showed through irritability, lack of restraint, quick temper; feverishness; concur in sensitivity, impressionability, etc;

- Depth of emotional experience is expressed in the fact how deeply a person goes through emotions.

- Emotional rigidity- instability; it is emotion firmness, which becomes apparent after the fact that conditions have already changed and the agent gave up its activity. Emotion lability (mobility, capacity of switching over) lies in the fact that a person comes out from one emotional situation easily and confirms to another. Sometimes it determines its responsiveness, impulsiveness; it means that a person control himself badly.

- emotional stability is examined as : a) ability of not being excited in situational conditions, to smother emotional reactions, control them; b) emotional nonexcited state, non-responsiveness to emotional irritants;

- expressiveness- emotion expression of a person through facial expression (mimicry), motions, voice, motility, pantomime, speech, etc;

- emotional response- joint sensitivity, assistance; is turned out in the fact how easily, quickly and flexibly a man reacts on different influences-social events, communication process, peculiarities of partners, "business or subject reaction", etc.

- emotional optimism – pessimism [3].

Analysis of literary sources shows that there are a great number of definitions and explanations concept of emotional stability, properly speaking psychologic characteristics, which appertains to emotional sphere of personality. Emotional stability is examined, in particular, like:

- emotion achievement to optimal level of intensity (Chernikoa O. A);
- retention capacity of optimal emotional tension in conditions of competition (Bluydov Y.M.).
- necessary psychical quality in the stress conditions (Rodionov A. V);
- ability to keep up an active and high level of psychical activity, emotion content stability (Khudadov N.A., Levitov N.D.)
- set characteristic of individuality, as temperament component, important on the level with psychical activity (Olshannykova A.Y., Teplov B. M.).

Emotional stability is studied recently like personality characteristic which comes out through the presence of effective autoregulation (self-control) and is determined as the pledge success of sport, implementation activity (L. I. Buchek, T. S. Kyrylenko, O. Y. Chebykin).

The term “emotional stability” (fortitude) of pedagogue activity denoted peculiarities synthesis and quality individuality, which allows to accomplish professional activity in different emotional conditions with confidence and independently. Control emotional stability in professional pedagogic activity means to orient quickly in conditions of constant changes, to find optimal decision in the difficult non-typical situations and to keep temper and self-control [1].

Emotional stability is one of the main aspects in professional activity of pedagogue. This component is especially significant in the work with the group which includes children of different age, as emotional culture takes the part of weighty pedagogic factor of forming harmonious personality. It should be mentioned that such component of emotional culture as ability to control the own psychophysical condition in the problem aspect of efficient communication is rather important.

Emotional stability is a difficult and many-sided quality of personality. A round complex of capacities, the wide sphere of multilevel phenomenon is united here. It is an ability to resist difficulties, safe the trust in frustration situations and quite high level of the temper. “Stability” is showed in overcoming difficulties, self-assurance, inherent regulation, and pedagogue’ ability to function, accomplish self-management, develop and adapt [4].

Stability characterizes personal resource as a difficult highly organized system, ability to safe balance and stability of psychical conditions in constantly changeable life conditions or situations.

Emotional stability depends upon ability to control activity, create optimal schedule, ability to dose and support psychic obligation at the level which guarantees optimal working capacity, character activeness and progress of its fulfillment, ability to qualify correctly strength and find resources for positive conduct, follow emotional condition with open eyes.

Emotional stability in the process of pedagogic work reduces negative emotional influence, forestalls stress, assist in appearance control for actions in tense situations. It is one of psychological factors of reliability, effectiveness and success activity in different conditions of pedagogue professional work [1].

It should be accentuated that stability is the complete characteristic of personality, readiness to oppose stressor influence in difficult situations and includes capacity to stand exceeding agitation and emotional tension under influence of stress factors.

Likewise, stability is formed simultaneously with development of personal completeness and depends upon the type of nervous system of a person, his/her social experience, gained practice conduct and the level development of the principal cognitive structures of personality.

Emotional stability is held up by inherent (personal) and outside (interpersonal, social support) resources. Let analyse them briefly.

Factors of social surroundings: factors of self-rating support; fair field for self-realization and adaptation; psychological support of social entourage (emotional support of close friends, co-workers, their concrete help in business).

Personal factors. Treatment of personality: optimistic, active attitude to the life situations in the whole; philosophic (sometimes ironic) attitude to some difficult situations; self-assurance, self-support in relations with other people, the enmity absence, confidence and open negotiation, sense of social belonging; status correspondence in the group and society; highly enough self-appraisal; coordination of “I”- real and “I”-ideal.

Consciousness of personality: trust (confidence in different its forms-faith in achievement of set goals).

Existence definiteness is the understanding, meaning of life concept, the sense of activity and behaviour; life managing; realization of social belonging to a certain group.

Knowledge and experience: understanding of life situation and opportunity to predict; efficient judgment in the version of life situations; structured experience of difficult situations overcoming.

Conduct and activity: employment of effective means of difficulties overcoming; activity in conduct and the work [4].

Peregonychuk N.V. mentions that emotional stability is the personal quality and includes such aspects as stability, steadiness and resistance [4].

Emotional stability should be examined like regulation, balance of stability and changes of personality. Stability is showed in the basic life principles and goals, dominating motives, behaviour strategies, reaction in the typical situations. Variability is found in motives behaviour, appearance of new conduct means, the new methods of activity, presenting of some new forms of reaction in different situations. Harmonious unity of personality and dynamic stability, which complement one another, forms the basis of emotional stability.

The life of personality is built on the ground of stability; the life goal achievement is impossible without this fact. It supports and strengthens self-appraisal, assists in perception like personality and individuality. Dynamics personality adaptation is connected closely with development and existence of personality. Development is impossible without changes which are in separate spheres and personality in the whole; they are stipulated at the same time by inner dynamic and surrounding influence. As a matter of fact, development of personality is totality of its changes.

Balance is an ability to determine the efforts level with resources of its state of mind and organism. The level of efforts is always stipulated not only for stress and outside conditions but also for subjective interpretation, estimate. Steadiness is showed in ability to minimize negative influence of subjective component in effort arising, possibility to hold the effort in some limits. Steadiness is also an ability to avoid extremes; it means to be tactful to different aspects of professional activity, not indifferent but not to react emotionally at the same time, with hyper-excitability.

Resistance is an ability to oppose the fact which stints liberty of conduct, liberty of choice both in separate decisions and walks of life choice in the whole. Personal self-sufficiency in the aspect of freedom against dependence (chemical, inter-action, accentuated one-way conduct activity) is an important side of resistance.

Abolin L. M. considers emotional resistance an ability of productive activity, realized in the tense conditions [1].

The main criterion of emotional fortitude for many of scholars is efficiency activity in emotional situation. Daily cooperation of pedagogue with pupils is characterized by emotional condition; that's why we can affirm that emotional fortitude of pedagogue is an ability to solve successfully difficult and important tasks during the strained situation.

So, emotional fortitude is an ability to press emotional reactions, it means "willpower", which is found in tolerance, self-control, tenacity; all these facts predetermine stability and effectiveness of the work.

We conform to Platonov K. statement that emotional fortitude can be divided into emotional-volitional (degree of resolute master of emotions), emotional-motive (stability of psychomotor response) and emotional – sensory (fortitude of sensory actions) [3].

We can characterize the notion “emotional fortitude”, basing on theoretic analysis of the problem, like an integration peculiarity of individuality, which is characterized by interaction of emotional, resolute, intellectual and motivation components of psychical activity; they guarantee an optimal successful gaining the aim in difficult emotional situation. Exactly this feature of personality must assist for successful educational work execution, secure effective cooperation between all participants, pedagogues and pupils in particular. The present researches confirm that there is no “general” emotional fortitude. This stability will be different at various emotional factors. Thus pedagogue is the key figure in the system of education; his/her personality and conduct puts into practice the huge educational and psychological influence. The health of present youth and future of Ukraine depends upon mental health of pedagogue. Peculiarity of pedagogic work is emotional tension. Numerous emotional features bear both objective and subjective character. Situations of emotional business, connected with the high level of affective fortitude, disorganize pedagogic activity, which belongs to creative and difficult kinds of activity. Pedagogue meets in a daily work necessity to control emotional conditions, which calls for the problem of research of the most effective means of pedagogue’ emotional regulation and self-regulation at the exert situations of professional work. Exactly this problem is in need of our further detail study.

Literature:

1. Abolin L. M. Psychologic mechanisms of a personal emotional fortitude: monograph / Lev Abolin- Kazanj, 1987. – 262 p.
2. Difficulties in education: nature, reasons, rehabilitation: manual for social pedagogues and practical psychologists of educational institutions/ edited by Poliakova O. M. – Sumy: university manual, 2009. – 346 p.
3. Peregonchuk N. V. The problem of emotional fortitude in professional work of pedagogue / N. V. Peregonchuk // The problem of general and pedagogic psychology, v. XII, p. 4. – P. 322–331.
4. Platonov K. K., Golubiev G. G. Psychology: manual / K. K. Platonov, G. G. Golubiev. – Moscow: High school, 1973. – 247 p.

Ковальчук З. Я. Некоторые личностные особенности педагога как детерминанта позитивного педагогического взаимодействия

В статье осуществлен теоретический анализ понятия «эмоциональная устойчивость», проанализированы эмоциональные свойства личности,

определены факторы, влияющие на формирование эмоциональной устойчивости педагога. Автор предлагает собственную характеристику понятия «эмоциональная устойчивость», указывает на то, что эмоциональная культура является одним из важнейших компонентов педагогического мастерства и выступает важным фактором формирования гармоничной личности ученика. Также отмечает, что эмоциональная устойчивость является сложным и многогранным качеством личности педагога.

Ключевые слова: *эмоциональная устойчивость, педагог, ученик, педагогическая деятельность, эмоциональные свойства, эмоциональная культура.*

Ковальчук З. Я. Деякі особистісні характеристики педагога як детермінанта позитивної педагогічної взаємодії

У статті автор вказує на те, що емоційна культура як особистісна характеристика є одним з найважливіших компонентів педагогічної майстерності та виступає вагомим чинником формування гармонійної особистості учня. Вона характеризується емоційною збудливістю, глибиною переживання емоцій, емоційною ригідністю – лабільністю, емоційною стійкістю, експресивністю, емоційним відгуком. У науковому дослідженні здійснено теоретичний аналіз поняття «емоційна стійкість», проаналізовано емоційні властивості особистості, визначено чинники, які впливають на формування емоційної стійкості педагога. Також наголошує на тому, що емоційна стійкість є складною і багатогранною якістю особистості педагога. Зокрема емоційну стійкість підтримують внутрішні (особистісні) і зовнішні (міжособистісні, соціальна підтримка) ресурси. Головним критерієм емоційної стійкості є ефективність діяльності в емоціогенній ситуації. Оскільки щоденна взаємодія вчителя з учнями характеризується напруженим емоційним станом, то емоційна стійкість педагога – це здатність успішно розв'язувати складні та відповідальні завдання в напруженій емоціогенній ситуації. Опіраючись на теоретичний аналіз проблеми емоційної стійкості автор статті дане поняття охарактеризовує як інтегративну властивість особистості, яку характеризує взаємодія емоційних, вольових, інтелектуальних і мотиваційних компонентів психічної діяльності особистості, котрі забезпечують оптимальне успішне досягнення мети діяльності в складній емоційній ситуації.

Ключові слова: *емоційна стійкість, педагог, учень, педагогічна діяльність, емоційні властивості, емоційна культура.*

Стаття надійшла 18 червня 2014 року