

REVIEW ARTICLE

HEALTH OF THE TEACHER OF HIGHER EDUCATION INSTITUTIONS (EFFICIENCY – DEVELOPMENT)

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ABSTRACT

The aim: Of the work is to find a scientifically based approach to improve the health of teachers on the basis of a comprehensive socio-hygienic analysis of the factors that affect the state of their health. Identify the main aspects of psychological work with teachers to support the mechanisms of self-regulation of their psychological health.

Materials and methods: Theoretical and methodological analysis of psychological and pedagogical literature; comparison; generalization; systematization.

The article presents the current problem of modernity – the mental health of teachers of higher education. Criteria, quality categories, levels, principles of ensuring the mental health of the teacher as a person are analyzed. The components of mental health are compared.

Conclusions: The concept of professional psychological health as a process of scientific understanding of the teachers practice involves the development of a comprehensive program for teacher's health care, which will include all areas: informational, preventional, diagnostical, rehabilitational and treatment.

Higher education teachers are active participants in the preservation and promotion of health at the state, social and personal levels. They should form the concept of health in students during the process of their professional activities. Teachers use various forms of organizational, educational, volunteer work and different new technologies to preserve their own health and create the environment with the appropriate social conditions, where students can take responsibility for their own actions, deeds, work, leading a healthy lifestyle.

KEY WORDS: Mental health, professional activity, psychology

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INTRODUCTION

The public health professionals focus on the formation of a new policy in the system of health care. People's health is the key to the successful activity of the representatives of professions “man – man”, because the disease significantly impedes the professional activity. This problem is extremely urgent for teachers of higher education institutions [1,3,6].

Profession of a teacher put into the category of “risk”, as the most susceptible to professional deformation and mental burnout, in comparison with other socio-economic professions. Studies of pedagogical activity showed that it has a number of features that allow us to characterize it as potentially emotionally stimulating. This is work of the heart and nerves where spiritual forces must be expended literally every day and at all times [7].

The high emotional load of pedagogical work results from the presence of stress factors such as high dynamism, lack of time, work overload, the complexity of pedagogical situations, social assessment, the need for frequent and intensive contacts, the productivity of the teacher's motivational work, creative input into the student's personality, interaction with different social groups, etc [1,8,9].

THE AIM

The responsible nature of the labor activity of teachers in institutions of higher education is characterized by emotional violence and a significant number of factors that cause different

stressogenic situations and reduce their quality of life. Literature has published single works devoted to this problem. Researchers L. Karamushka, A. Markova, L. Mitina, Y. Povaryonkov, M. Pryazhnikov, T. Titarenko, N. Chepeleva, T. Yatsenko [1,3,6] studied the professional and psychological health of the teacher, psychological properties of the personality of teachers, features of their emotional response and coping behavior. The authors consider it necessary to evaluate the teacher's professional health by analyzing the integrity and interrelation of ideas about health and the factors that underlie it. Also, the purpose of the work is to find a scientifically based approach to improve the health of teachers on the basis of a comprehensive socio-hygienic analysis of the factors that affect the state of their health. Identify the main aspects of psychological work with teachers to support the mechanisms of self-regulation of their psychological health [9,10].

MATERIALS AND METHODS

Theoretical and methodological analysis of psychological and pedagogical literature; comparison; generalization; systematization.

REVIEW AND DISCUSSION

Scientists (O. Maklakov, G. Nikiforov, N. Ostapchuk, G. Pecherkina) consider psychological health in the context of

the professional approach as a form of professional activity and introduce the notion of “professional psychological health”, which means the ability of the body to protect the necessary compensatory and protective mechanisms that ensure professional reliability and productivity in all conditions of professional activity [1,7].

In the complex of sciences, which ensure the development of scientific and practical concept of professional health of the teacher, the psychological sciences, which study different forms of individual experience, intrinsic world of personality can be used as a methodological basis for determining the ground of supervision of teacher's professional health in higher education institutions [2,11].

The problem of health and healthy personality was formulated in the psychodynamic theory, which described the causes of human mental disorders and the means help for their treatment. Traditional psychoanalysis (Z. Freud), the school of object relations (M. Klein), and self-psychology (H. Kohut) viewed health in the context of the concept of “adaptation”. Analytical psychology (K. Jung) considered the implementation of transcendental function, which ensures sensitivity to archetypes, to be the sign of a healthy person. The humanistic approach (A. Maslow, K. Rogers) regards psychological health as a condition and result of the creative act that allows a person to reach to the top of their achievements. Gestalt therapy (F. Perls), psychological health refers to the formation of an authentic person who is the author of his life and is responsible for it. Ontopsychology (A. Meneghetti) considers health as a realization of the self (in-in-se) [1,12,13].

In professions, which are connected with the system of relations “man-man”, the orientation to the other human, as equal participant of interaction, has great importance [2,14]. There are a limited number of professions where a value-based approach to professional activity has a similar effect on the individual destiny of the professional and the destiny of another person. The main of such professions is the teaching profession.

The success of pedagogical activity in many ways depends not only on how the teacher is able to coordinate their behavior, doings, expressions, emotions and feelings, but also in the state of physical, psychological and social well-being. All components, have an impact on the success of joint work of the teacher and the student.

The statute of the World Health Organization defines health as “a state of complete physical, spiritual and social well-being, and not only the absence of diseases and defects. In other words, health is not only a medical definition, but also an assemblage of physical and social parameters that can be assessed and influenced. An absolutely healthy person is person without of any deviations from the norms of the age and body. Practically healthy people are those who have some abnormalities, but the body functions well in these environmental conditions, including the workload [15].

There are two positions in the definitions of health and norms: traditionally medical and psychological. Medicine considers the norm as a measure of the probability of

occurrence of disease, and psychology – in terms of the formation of positive personal forces for health ensuring [3,16].

The illness is inevitably connected with the failure of adaptive function, and personal (mental) health means a certain level of disadaptation in its traditional sense.

Mental health is not only the absence of conflicts, frustrations, problems, it means maturity, preservation and activeness of the mechanisms of personal self-regulation, which ensure full human functioning [2,4,5]. Thus, the notions of mental health, adaptation and norms are not the same. Moreover, the adaptive type of behavior of the teacher is unconstructive at all stages of professional functioning and leads to the stage of stagnation and reduction of professional activity.

Scientists are committed to the idea of the multilevel organization of teacher's professional health, according to which the high level of personal health is responsible for mental orientation, determining the general sense of life, the attitude to others and to themselves, which has a regulating effect. The help aimed directly at immediate elimination of somatic, mental and psychological disorders in the teacher. This is one of the main tasks of modern medicine [1,4].

Boltivets S. investigated the development of the professional under the conditions of negative changes in the health environment and analyzed approaches to the essence of the phenomenon “health”. He asserts that health is generally considered as a complex, rich construct, which has a heterogeneous structure, combines a variety of components, reflects the fundamental aspects of human existence. The scientist states that mental health ensures the processual integrity of the person, which is adequate to the inner nature, interacts with itself and the environment [17].

The mental health of the teacher is a measure of ability to act as an active and autonomous subject of their own life in a changing world. An important factor of mental health is cognitive abilities, activity, desire for self-knowledge, self-education and self-improvement.

According to the World Health Organization, mental health is a reserve of human force through which a person can cope with stress or complications arising in exceptional circumstances [1,3]. Mental health is a state that promotes the fullest physical, mental and emotional person development and contains high consciousness, developed thinking, remarkable inner moral strength [6,18].

The teaching profession belongs to the category of socionomics and involves constant self-improvement, self-regulation in teaching, communication with a large number of students and colleagues, it is difficult to overestimate the importance of mental health. Moral health is equally important for the teacher of higher education institutions, which is determined by the moral principles that are the basis of social life [7,19]. The main features include a conscious attitude to work, a high level of academic culture, active rejection of habits. According to scientists, moral health is a set of characteristics of the motivational and need-informative sphere in life, the basis of which is

determined by the system of values, guidelines and motives of individual behavior in society [20].

The purpose of psychological work with the teacher is to launch new productive mechanisms to ensure the development process. Mechanisms of personal self-regulation of the existential level should be characterized, firstly, by globality, the ability to determine development and, secondly, by dynamism, the ability to develop themselves, which creates the motive and interest to be healthy.

The teacher of higher education institutions in most cases needs both medical and socio-psychological care, which includes the formation of the necessary qualities and skills to accumulate functional reserves in the body. In addition, in the new economic conditions of life reform, a fundamentally new approach to the concept of “health” and its subjective value is being created [21].

Protection and recovery of professional health of the teacher involves strengthening the interdisciplinary links between medicine, psychology, psychophysiology, psychotherapy, hygiene, as well as economics, computer science, labor law, which will consider the category of health as an integral quality in the system “health – efficiency – efficiency – development” [1,3]. At the same time, we believe that in the complex of sciences that provide the development of scientific and practical concept of professional health of the teacher, psychological sciences should dominate as sciences that study various forms of individual experience, the inner world of man.

The main problem is low health assessment, sharply reduced self-awareness of teachers about the values of health. It is necessary to increase the awareness of educators about the true state of health, the causes of diseases and to acquaint them in detail with preventive measures and means to improve physical and mental health. The overriding task of developing the competence of educators in the field of health is the formation of a socio-psychological attitude to the growing role of responsibility for their own health [19].

The problem of mental health and the struggle for professional longevity clearly manifests itself in relation to the activities of teachers of higher education institutions, which are entrusted with educational, diagnostic and corrective, developmental and educational functions. The importance of good psychological health and hygienic lifestyle for teachers is quite clear, because such activities require constant energy expenditure [12,22].

Teachers have a stressful profession, so that's why they need some rehabilitation procedures. This calls for the need to use new technologies for the diagnosis of physical and mental health. There is necessary to create complexes of psychological, psychotherapeutic and sports and balneological rehabilitation procedures. It is a question of teachers training of receptions of mental self-regulation. They should take part in psychological training and sports for improving their efficiency [12,22].

The main priority is the professional longevity of teachers. It can be achieved only by harmonizing the personality and by gradually overcoming and eradicating the neurotic components of one's own inner world, increasing the de-

gree of authenticity, consistency of the integral characteristics of the teacher's personality. We are talking about the concept of teachers professional development, according to which there are three integral characteristics: pedagogical orientation, competence and flexibility. They are the objects of professional development of the teacher and an indicator of his professional health and professional longevity.

The first direction in solving the problem of harmonization and humanization of the teacher's personality is the education and maintenance of motivation for teaching and cooperation with students. The second direction is to provide socio-psychological conditions for improving the level of pedagogical competence, especially communicative and conflict competence [16,18].

The third direction can be defined as the psychological provision of conditions for the development of pedagogical flexibility, directly related to the creative potential of the teacher. The view that the concepts of “creatively gifted personality” and “psychologically normal individual” are almost equivalent is becoming more and more common. Only the realization of creative talents (whatever their scale) contributes to mental health [1,6,18].

The main indicator of professional health is professional efficiency. This is the maximum possible efficiency of the specialist, due to the functional state of his body. The concept of “professional efficiency” connects in a natural complex the functional state of the organism, its changes in a particular activity, physiological and psychological consequences of this activity, as well as the quality and effectiveness of professional activity. Thus, combination of all these concepts can form a mental, physical and social well-being [4,23].

CONCLUSIONS

Psychological health of teacher in the context of professional health is psychological well-being and defines professional health as a dynamic state. It is based on the inner well-being (coherence) of the individual, which allows you to update your individual and age-psychological capabilities at any stage of development.

Thus, it should be concluded that the professional activity of the teacher has its own specifics and its implementation depends on both subjective and objective reasons. The main condition for effective, full-fledged, successful and high-quality activities is the professional health of a teacher of higher education. Professional health includes physical, psychological and social aspects. The formation of professional health depends on psychological health as a system, which in turn includes axiological, instrumental and motivational components; professional self-determination, training, adaptation and some other factors that arise in the process of employment. Therefore, promoting the preservation, strengthening, and in some cases restoring the professional health of teachers through a system of special measures, as well as self-preservation and healthy living of the profession, should be one of the priorities in improving the quality of education.

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