

Structural Components Of Professional Image Of A Modern Teacher, Promoting Overcoming Psychological Barriers

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Annotation:

The article presents a model of the structure that makes up the professional image of a modern teacher, contributing to overcoming psychological barriers. In the article, based on the conducted scientific analysis, the author defines the concept of a psychological barrier as a certain mental state that prevents a specialist from performing professional actions productively. The article presents a specially organized empirical study in order to clarify the relevance of the theoretical findings.

Keywords: professional image of a teacher, professional model, professional conditions, overcoming psychological barriers, mental states, professional system, development of a pedagogical image, empirical research, etc.

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1. INTRODUCTION. As practice shows in psychological research, a model, as a rule, is understood as a certain scheme, or an action plan aimed at realizing the corresponding goal. The range of characteristics of modern models is quite wide and can cover both the structural content of a particular phenomenon, the hierarchy of interrelationships of content elements, and sequential time stages of a certain process, characteristics of expected results, forecast indicators, their interdependence, etc. In turn, modeling, as a method for studying the relevant phenomena, as well as processes, is widely used in modern psychology, forming the basis of a psychological experiment [3].

2. LITERATURE REVIEW. Our analysis of scientific literature on the studied problem of psychological barriers in the professional activity of the teacher's personality shows that the majority of scientists, as a rule, a psychological barrier is understood as a certain mental state that prevents a specialist from

performing the appropriate actions productively. Such barriers can be observed in various situations, especially in increased psycho-physiological load, critical situations, communication, etc. [2; 4; 5]. At the same time, the essence of psychological barriers in the scientific literature is interpreted rather ambiguously, and in some cases contradictory, various structural components of this phenomenon are cited. Basically, scientists use the concept of a psychological barrier in connection with such features as negative emotions, perception, attitudes, communication, a situation of choice, etc. In this regard, in our opinion, it is advisable to formulate a working definition, to reveal the structural features of this important concept in the aspect of the professional activity of a primary education teacher.

3. RESEARCH METHODS. Having considered the various positions of scientists on this issue, we, on the basis of the study, identified a number of generalized

individual psychological characteristics of a teacher: striving for self-development, developed organizational skills, the ability to self-regulation, personality adaptability, communication skills, the ability to overcome life difficulties, the ability to reflect, ensuring the success of overcoming the

emerging psychological barriers of pedagogical activity. The comparison results allow us to state that all of them are included in the previously identified model of the structure of the professional image of a modern primary education teacher. (fig. 1)

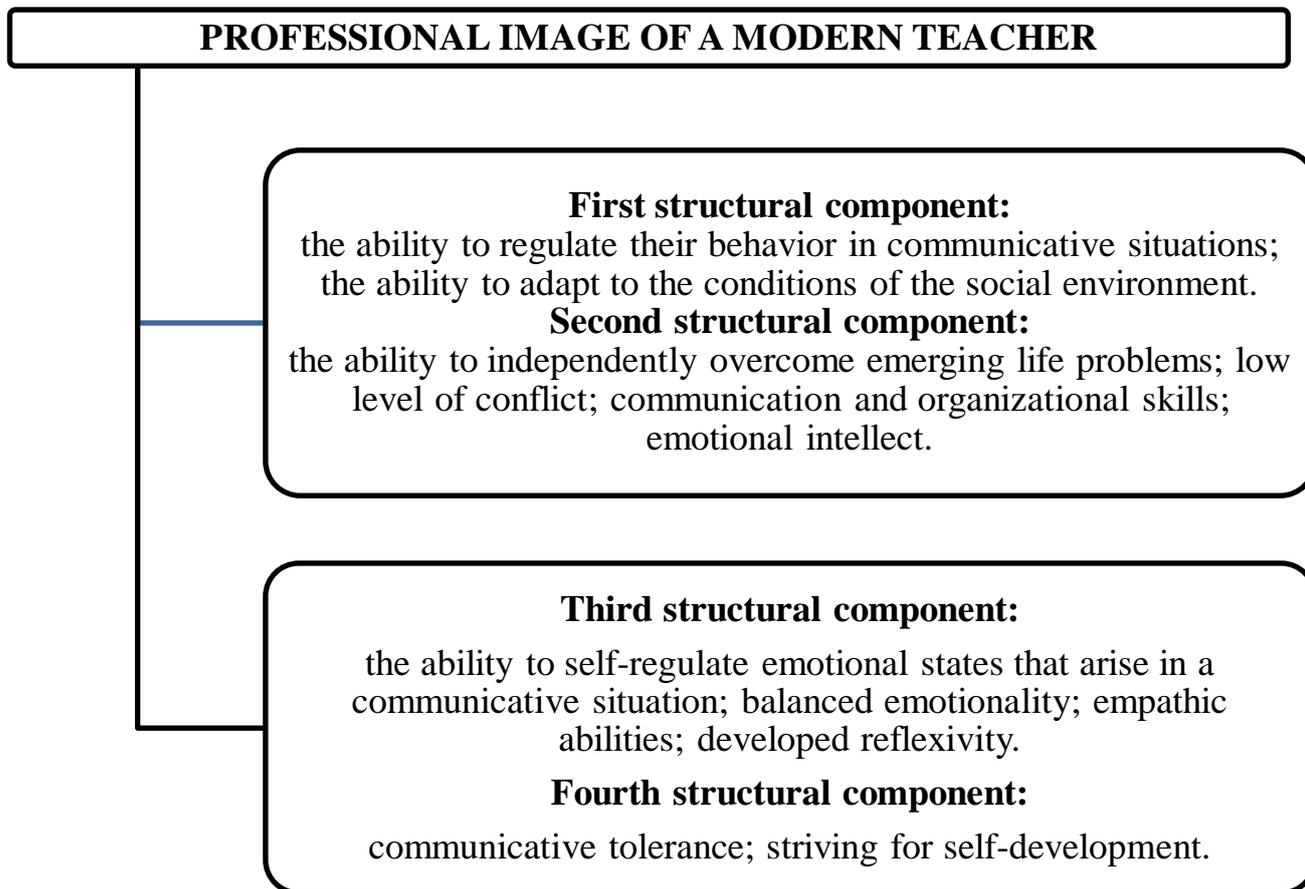


Fig. 1. Model of the structure of the professional image of a modern primary education teacher.

In particular:

- striving for self-development - is included in the fourth component of the prepared model and psycho diagnosed with the help of the Questionnaire for diagnosing the level of self-development and professional-pedagogical activity of L.N. Berezhnova;
- developed organizational skills - included in the second component of the proposed model and psycho diagnosed using the Test Questionnaire of Communicative and Organizational Aptitudes (CBS) V.V.Sinyavsky, V.A.Fedoroshina;
- the ability to self-regulation - is included in the third component of the prepared model and is diagnosed with the help of the Test-

- questionnaire self-control in communication by M. Snyder;
- personality adaptability - is included in the first component of the developed model and is diagnosed with the help of the Multilevel personality questionnaire "Adaptability" by A.G.Maklakova, S.V.Chermyanin;
- communicative abilities - included in the second component of the proposed model and psycho diagnosed using the Test Questionnaire of Communicative and Organizational Aptitudes (CBS) V.V.Sinyavsky, V.A.Fedoroshina;

- the ability to overcome life difficulties - is included in the second component of the proposed model and is psycho diagnosed with the help of the Questionnaire for getting out of difficult life situations by R.S.Nemova;

- the ability to reflect - is included in the third component of the prepared model and is diagnosed with the help of the Questionnaire for diagnosing the level of development of reflexivity A.Karpov (Fig. 2).

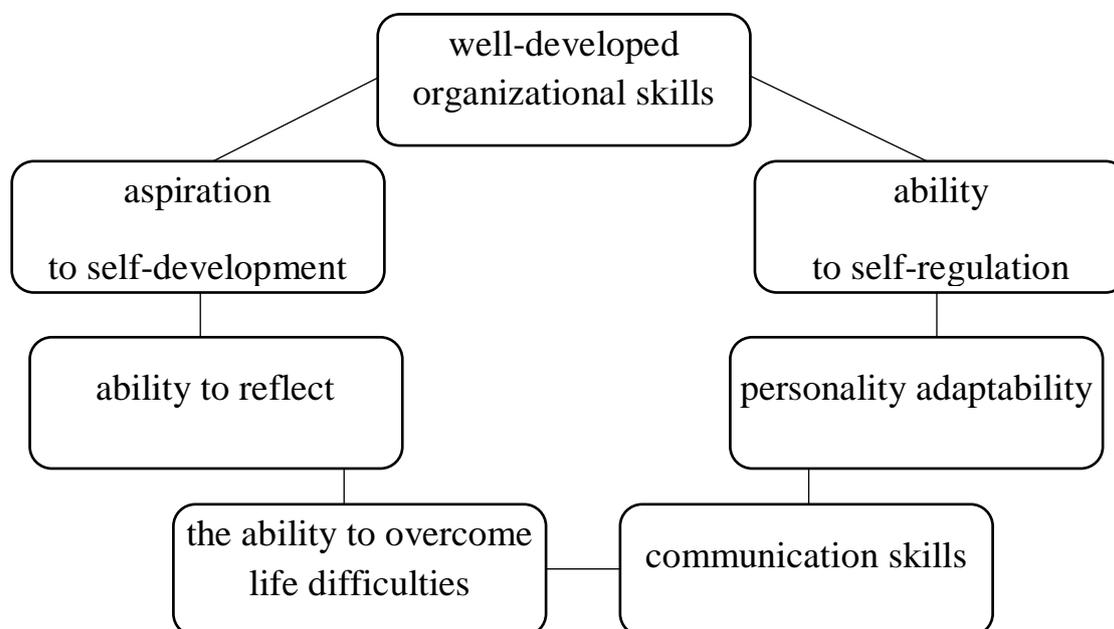


Figure 2. Individual psychological characteristics of the teacher, ensuring the success of overcoming the emerging psychological barriers to pedagogical activity

4. ANALYSIS OF THE EXPERIMENT. Thus, the analysis of methodological approaches to the modeling process shows that it is advisable to understand the model of the structure of the professional image of a modern primary education teacher as an integral set of interdependent structural elements, where each of them is considered taking into account the degree of influence on the studied phenomenon as a whole. In essence, the model under study is a hierarchically ordered system of interrelated, interdependent and conditionally distinguished content elements, which together reflect the nature of a holistic understanding of the image of a modern primary education teacher.

In order to study the structural components of the professional image of a modern teacher, contributing to overcoming the psychological barriers of pedagogical activity, an empirical study

was organized and conducted by means of additional examination of 317 (teachers) who had previously participated in the study of the current state of development of the structural components of the image of a primary education teacher. At the same time, the additional examination was carried out using the Questionnaire for the study of barriers to pedagogical activity, which teachers of T.M.Shamova [1]. To increase the reliability, the obtained psycho diagnostic data were not interpreted, i.e. were considered in raw scores. All this made it possible to conduct a correlation analysis, as a result of which statistically significant links were revealed between indicators reflecting the structural components of the teacher's professional image and indicators reflecting the presence of barriers in the teacher's pedagogical activity (Table 1).

Table 1

Correlation analysis
results of an empirical study of structural
components of the professional image of a modern teacher,
contributing to overcoming psychological barriers to pedagogical activity (n = 317)

№	Comparison feature names	Spearman's correlation coefficient at p <0.01
1	Questionnaire for the study of barriers to pedagogical activity faced by teachers T.M.Shamova & Questionnaire for diagnostics of the level of self-development and professional-pedagogical activity of L.N.Berezhnova	-0,73
2	Questionnaire for the study of barriers to pedagogical activity faced by teachers T.M.Shamova & R.S.Nemov's questionnaire for getting out of difficult life situations	0,30
3	Questionnaire for the study of barriers to pedagogical activity faced by teachers T.M.Shamova & Test-questionnaire of communicative and organizational inclinations by V.V.Sinyavsky, V.A.Fedoroshina (organizational characteristics scale)	-0,20
4	Questionnaire for the study of barriers to pedagogical activity faced by teachers T.M.Shamova & Test-questionnaire self-control in communication M.Snyder	-0,19
5	Questionnaire for the study of barriers to pedagogical activity faced by teachers T.M.Shamova & Test-questionnaire of communicative and organizational inclinations by V.V.Sinyavsky, V.A.Fedoroshina (communicative features scale)	-0,19
6	Questionnaire for the study of barriers to pedagogical activity faced by teachers T.M.Shamova & A. V.Karpov's questionnaire for diagnostics of the level of reflexivity development	-0,17
7	Questionnaire for the study of barriers to pedagogical activity faced by teachers T.M.Shamova & Multilevel personality questionnaire "Adaptability" A.G.Maklakov, S.V.Chermyanina	-0,16

In particular, the most significant correlation was revealed between the results of the survey according to the Questionnaire for the study of barriers to pedagogical activity that teachers of T.M.Shamova and the results of the survey according to the Questionnaire for the diagnosis of the level of self-development and professional-pedagogical activity of L.N.Berezhnova ($r = -0.73$ at $p < 0.01$). This correlation clearly demonstrates the high relationship between the desire for self-

development of the teacher and the presence of psychological barriers in pedagogical activity, i.e. an increase in the level of self-development is accompanied by a decrease in the number of psychological barriers to pedagogical activity.

The following correlation was revealed between the results of the survey according to the Questionnaire for the study of barriers to pedagogical activity faced by teachers

T.M.Shamova and the results of the survey according to the Questionnaire on the way out of difficult life situations by R.S.Nemov ($r = 0.30$ at $p < 0.01$). This correlation reflects a statistically significant relationship between a teacher's ability to overcome life difficulties and the presence of psychological barriers in pedagogical activity, i.e. an increase in the level of a teacher's skills to overcome life difficulties is accompanied by a decrease in the number of psychological barriers to pedagogical activity.

The next most significant correlation was revealed between the results of the survey according to the Questionnaire for the study of barriers to pedagogical activity that teachers of T.M.Shamova and the results of a survey according to the Test Questionnaire of V.V.Sinyavsky, V.A.Fedoroshina (organizational characteristics scale) ($r = -0.20$ at $p < 0.01$). This correlation confirms a statistically significant relationship between the organizational abilities of a teacher and the presence of psychological barriers in pedagogical activity. Those an increase in the level of organizational abilities is accompanied by a decrease in the number of psychological barriers to pedagogical activity.

The following correlation was revealed between the results of the survey according to the Questionnaire for the study of barriers to pedagogical activity faced by teachers T.M.Shamova and the results of the survey according to the Test Questionnaire, self-control in communication by M.Snyder ($r = -0.19$ at $p < 0.01$). The revealed correlation confirms the statistically significant relationship between the teacher's ability for self-regulation and the presence of psychological barriers in pedagogical activity. Those an increase in the level of self-regulation ability is accompanied by a decrease in the number of psychological barriers to pedagogical activity.

The following correlation was revealed between the results of the survey according to the Questionnaire for the study of barriers to pedagogical activity faced by teachers T.M.Shamova and the results of a survey according to the Test Questionnaire of V.V.Sinyavsky, V.A.Fedoroshina (communicative features scale) ($r = -0.19$ at $p < 0.01$). An increase in the level of communication skills is accompanied by a decrease in the number of psychological barriers to pedagogical activity.

Another correlation was revealed between the results of the survey according to the Questionnaire for the study of barriers to pedagogical activity faced by teachers T.M.Shamova and A.Karpov ($r = -0.17$ at $p < 0.01$). An increase in the level of reflexivity is accompanied by a decrease in the number of psychological barriers to pedagogical activity.

The final correlation was revealed between the results of the survey according to the Questionnaire for the study of barriers to pedagogical activity faced by teachers T.M.Shamova and the results of the survey according to the Multilevel personality questionnaire "Adaptability" by A.G.Maklakova, S.V.Chernyanin ($r = -0.16$ at $p < 0.01$). An increase in the level of personality adaptability (the ability to adapt to the external environment) is accompanied by a decrease in the number of psychological barriers to pedagogical activity.

5. CONCLUSION. Thus, based on the above, it is considered appropriate to conclude that all the previously identified individual psychological characteristics of a teacher that contribute to the successful overcoming of emerging psychological barriers in pedagogical activity are included in the prepared model of the structure of the professional image of a modern primary education teacher. This fact is also confirmed by the results of the correlation analysis of the results of the additional psychodiagnostic examination of teachers ($n = 317$), within the framework of which statistically significant connections were revealed, reflecting the positive influence of seven structural components of the professional image model on the number of psychological barriers that arise in the pedagogical activity of a modern primary education teacher ($r = -0.73; 0.30; -0.20; -0.19; -0.19; -0.17; -0.16$ at $p < 0.01$).

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