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Psychological-pedagogical training as a means of forming the professional stress resistance of future teachers

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Abstract. The peculiarities of psychological and pedagogical training, its role in preparing of future teachers for preservation and strengthening of occupational health, formation of their professional stress resistance, and harmonization of personality are revealed in the article. The activity of the training group was described, aimed at: formation of skills of productive interaction and constructive overcoming of professional difficulties, formation of strategies of protection against stress, teaching of methods and techniques of self-regulation, formation of sanogenic thinking. The dynamics of psychological indicators of the occupational health of future teachers, who participated in the work of psychological-pedagogical training, was traced. Quantitative and qualitative analysis of the results of diagnostics (research of responses, self-reports of participants of training about their state of health, change of way of life or thinking, ways of interaction with others) was carried out. The effectiveness of psychological and pedagogical training as a means of forming professional stress resistance of future teachers has been proved.

1 Introduction

Occupational stress is a serious threat to occupational health. The World Health Organization has called occupational stress a disease of the 21st century because this type of stress is common in any profession and has become a global epidemic. Teachers as representatives of the stressful profession need protection. An effective way to protect against occupational stress is to build the resilience of future teachers at the professional training stage.

Resistance to stress is an important factor in ensuring the effectiveness and reliability of pedagogical activity. Stress resistance is one of the characteristics of the individual that ensures the success of professional stress. Stress resistance helps the teacher to protect his/her personality from disintegration, various disorders, creates the basis for internal harmony, high efficiency, and determines his state of occupational health.

A systematic approach to the problem of stress prevention is presented in the works of O. Baranov, V. Bobrytska, G. Gabdreeva, S. Gremling, J. Greenberg, T. Zaychikova, T. Cox, A. Leonova and A. Kuznetsova, M. Litt, N. Nazaruk, G. Ryshko, V. Rozov, M. Sandomirsky, N. Samoukina, O. Sannikov, I. Sergeeva, Yu. Shcherbatykh and others. The analysis of these sources shows that modern psychological science has a large arsenal of managing stress states means, ways of optimizing the functional states of a

person, methods of preventing negative emotional states that can be used at the stage of professional training of future teachers.

In some institutions of higher education (domestic and foreign) there are attempts to introduce the courses “Psychophysiology of professional activity”, “Psychology of health”, “Medical pedagogy”, as well as develop author’s courses in the dissertation research “Culture of Health”, “Culture of occupational health”, “Healthy lifestyle”, “Health saving pedagogy” and others. (O. Bagnetov, N. Goncharov, G. Krivosheev, S. Lebedchenko, V. Magin, O. Markovets, G. Mitin, V. Moiseyuk, N. Rybachuk, O. Khlivna, O. Yakovlev, etc.). In most cases, the developed programs of information-prophylactic and physical-fitness orientation focus on the formation of healthy lifestyle of students.

The analysis of the psycho-pedagogical literature gives grounds to claim that the research is mainly aimed at preventing stress from teachers. Insufficient attention is paid to shaping the resilience of future teachers. Despite the considerable amount of work on this problem, the ways of its formation by future teachers are still unexplored. Therefore, in the context of the problem under study, the question of finding ways and means of forming the professional stress of future teachers is urgent. In the arsenal of such tools there are different types of training.

The purpose of the article is to reveal the role and test the effectiveness of psychological and pedagogical

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training as a means of forming the professional stress of future teachers.

2 Methodology of Research

2.1 General Background of Research

In the scientific literature, the concepts of “emotional stability”, “psychological stability”, “stress resistance”, “stress tolerance”, “frustration tolerance”, “resilience” are used as synonymous terms for stress resistance.

Emotional stability is a characteristic that characterizes a person in the process of intense activity. The main components of emotional stability, scientists call the adequacy of emotional assessment of situations, the conformity of emotional reactions, the harmony of relationships between all components of activity in emotional conditions. The terms mental stability and psychological stability are treated as synonyms in the scientific literature. Mental resistance is a complex personality trait that combines balance, resilience (stability, persistence), resilience (resistance). At the heart of frustration tolerance as the ability to counteract life and professional difficulties without loss of psychological adaptation is the ability to adequately assess the real situation and the ability to anticipate a way out. Resilience in the scientific literature is interpreted as the ability of the individual to maintain resilience under the influence of external and internal threats without losing pace of development. Resilience refers to a dynamic process that implies a positive adaptation in the context of significant problems [1].

Professional stress resistance determines the ability to withstand stress effects, negative factors of pedagogical activity, stressful situations, ability to find their own resources in difficult conditions of professional activity [2]. The process of stress management is determined by the individual capacities (resources) used to realize it, as well as by behavior strategies and methods of action in a stressful situation, which can be constructive and non-constructive. These factors shape the mechanisms of mental regulation of stress management and characterize the essence of this process [3]. Forming future teachers' stress resilience involves, first and foremost, eliminating potential sources of stress in their inner world.

In the context of our study, the classification of S. Gremling and S. Auerbach stressors is important [4]: controllable stressors, non-controllable stressors, and subjectively perceived stressors. In dealing with controlled stress factors, training (communication training, behavioral training, and personal development training) are most appropriate. Dealing with uncontrollable stress factors requires changing the assessment of factors as stressful with the help of rational-emotional means and self-regulation of emotional states. Therefore, training of mental self-regulation skills, constructive overcoming of professional difficulties, methods of analysis, interpretation and realistic assessment of stressful situations, mastering constructive coping strategies,

formation of sanogenic thinking are essential for the formation of professional stress resistance.

2.2 Instruments and Procedures

The psychological and pedagogical training, which we have developed, is a means of forming the professional stress resistance of future teachers. Training as a form of practical psychological work is a way of creating conditions for self-disclosure of participants of training and independent search for the ways of solving their psychological problems. The training is a form of active social and psychological training, the purpose of which is, first and foremost, the assimilation of psychological knowledge and certain practical skills.

Forty students of the 2nd course of pedagogical specialties (future teachers of geography, biology and chemistry) of the bachelor of Ternopil National Pedagogical University named after Volodymyr Hnatiuk, Ukraine took part in the activity of the training groups.

Psycho-pedagogical training, developed by us, is based on the principles of active socio-psychological training. It is a holistic dynamic system of training exercises. Activities of the training group are aimed at creating an atmosphere of goodwill, trust, safety and security that facilitates the identification of future teachers' psychological problems. During the training, through interpersonal interaction, there is disclosure of the personal perspectives of the members of the group and its psycho-correction. We focused the psychological and pedagogical training, not only on the solution of personal psychological problems, but also on the disclosure of internal potential of the personality, formation properties and qualities that determine the ability to withstand professional stress.

In creating the training program, we relied on principles, used technologies and exercises from other methods of active social and psychological training (Y. Emelyanov, S. Kratokhvil, L. Markovets, H. Mikkin, L. Petrovskaya, K. Rudestam, T. Yatsenko, and etc.). The methodological basis for the formation of the training program is the teaching of humanistic psychology on the self-perception and self-actualization of the individual, his adequate personal growth. The rational-emotional approach (A. Ellis) became the theoretical and methodological basis of activity for forming professional stress resistance. [5], according to which the central link in the occurrence of stress is the subjective assessment, as well as the theory of psychological stress (R. Lazarus, S. Folkman) [6], according to which the main link that causes the stress response is cognitive assessment, determined by the interaction of personal factors and environmental stimuli.

The program of psychological-pedagogical training covers 10 group sessions with a total volume of 40-50 hours. The main tasks of psychological and pedagogical training are aimed at initiating the process of development of adequate self-esteem, sanogenic thinking, constructive interaction and to activate psychological mechanisms of self-regulation. The

activities of the training group are aimed at: forming stress resistance as the ability to find their own resources in difficult situations, forming the ability to recognize their emotional state; formation of positive self-concept, assertive behavior; prevention of professionally undesirable qualities, deformities of personality; teaching the basics of self-regulation of stress states; development of readiness for self-change and self-development in the field of professional activity.

The activity of the training group involves updating the personal and neuro-psychic resources of its members, in particular, active strategies of overcoming behavior, awareness and reduction of the destructive influence of accentuations and temperament, resolving of intra-personal conflicts. Future teachers are learning to model behavior in stressful situations, to understand their emotions, to reduce the height of the situation with the help of game tools, the use of different psychotherapists, to focus on the positive.

The participation of future teachers in the work of the training group contributes to the knowledge of their strengths and weaknesses, the gradual elimination of the neurotic components of their own inner world, the improvement of interaction with other people, the harmonization of the integral qualities of the individual. Training creates conditions for the development of such qualities as flexibility in communication, self-confidence, reflexivity, tolerance. Psychological-pedagogical training helps to master the psychotechniques of the subjective self-influence. It is worth noting that the system of psychological influences, which are aimed at shaping the stress resistance of future teachers, is not general in nature, but is built taking into account their individual characteristics.

The operational aspect of the group process in the training group is structured according to the principles of active social and psychological training. One of the main (basic) methods of training is group discussion, since it is almost always included in all other methods in one or another modification. In addition, the training group used such methods of work as role-playing situations, psychodrama, psychological games and exercises, psycho-images, psycho-gymnastics, meditative psychotechnics and exercises-relaxation, parable therapy. Methods of psychological and pedagogical training are presented in detail in our article [7].

Psychological-pedagogical training as a form of active social and psychological training is based on the processes of positive disintegration and secondary integration of personal structure. This means that the work of the training group was initially aimed at the disintegration (weakening) of illusory perceptions, which are created as a result of subjective integration by a member of the group of their behavior – an integral part of the “psychological protection” system. At the same time, the whole system of “psychological protection” is associated with the deformation of thinking about one’s “I”, which is supported by insufficient knowledge and unconscious “belief” in the flawlessness of one’s “I”. Such positive disintegration makes it possible to uncover the true causes of disintegration of the subject’s personal structure. Under the conditions of active social and

psychological training, positive disintegration creates environment for emotional and personal rapprochement of a member of the group and the people around him, enhancing his capacity for empathy and understanding. Thus, it opens the way to the creation of a new multilevel integral personality structure at a higher level of psychological development [8].

An important psychological point for psycho-pedagogical training is to create confidence in the participants that the attitudes can be changed only through constructive changes of their own behavioral emotional-rational experience. Training shapes the settings of self-control, tendencies towards planning and changes in one’s own communicative behavior, lifestyle, thinking.

In the work of the training group the following stages of development were observed: initial, working and final.

The initial stage lasted two sessions. At this stage, we informed the participants about the peculiarities of the training group, its goals, as well as diagnosed the personal problems of the training participants, revealed the motives for participation in the group, the expected results.

The identification of personal issues was facilitated by the discussion: “Understand yourself – and you’ll understand the world and become stronger”, “The trust phone exercise” (the group members asked a trust telephone specialist such questions as “How to increase self-esteem?”, “How to control anger?”, “How to become life-sustaining?”, “How to get rid of excessive anxiety?”, “Can I learn how to manage my emotions?”, “How to learn not only to speak, but also to think positively?”, “What to do with the influence of the insult?”, etc.). Performing the exercises “Motto”, “Wheel of life”, “Symbol of health” helped participants of the group to enter the process “softly”, become more relaxed. The participants of the group did their homework – to perform psycho pictures on the theme “I am real, I am perfect”, “I and the group”.

The second session was devoted to the empirical measurement of the characteristics of members of the group “I perceive you ...”, the primary reflection of my image “Me” in the eyes of other students. When performing this task, one felt emotional tension, stiffness of the group members. Therefore, at the end of the classes, relaxation exercises “Star Screen”, “Strawberry Meadow” were performed.

At the initial stage, the focus was on the knowledge of the other person (the members of the group did the “Interview” exercise with great interest, lively, the essence of which was to formulate questions to each member of the group to better know the others, while when performing the “Strengths” exercise by the end of the initial stage, an atmosphere of emotional closeness was felt, trust was created, and disintegration concerning the emotional sphere of students.

The next, four-session work stage was marked by considerable emotional stress, cognitive disintegration, which was due to deep analysis by the group members of the causes of their own problems in dealing with other people, internal discomfort, and anxiety. The tasks

envisaged at this stage were intended to activate the positive potential of future teachers, to strive for constructive personal change, to have a great psychological load. These are: modeling of pedagogical situations and their solution (with elements of dramatization), role-playing game "I am a classroom leader: first acquaintance with a class"; performing exercises aimed at the formation of sanogenic thinking ("Flushing", "Dissolution of the image"); exercises that promote the formation of skills of assertive behavior ("Decent response", "Request – refusal"); discussions on the topics "Secrets of pedagogical interaction", "How to resist stress and burnout in pedagogical activity", "Constructive overcoming difficulties in pedagogical activity"); analyzing and reproducing situations that students have cited from their own experiences.

Modeling and analysis of various situations created conditions for testing new forms of communicative behavior, understanding the causes of difficulties in interaction with other people, impaired mental equilibrium, deteriorated state of health. At this stage, students were expanding the "front" of self-discovery and self-understanding, and multilevel positive disintegration was taking place. This is evidenced by the depth of analysis of their own behavior and behavior of others, awareness of the causes and difficulties, the quality of performance of psychomatics, other homework (exercise "Letter to yourself", "Inventory of defects").

In the third, final stage of development of the training group, positive disintegration is completed by secondary integration. Future teachers strive for self-change, self-creation. They realized that the process of self-exploration and self-improvement does not end with the completion of training, and participation in training is only a step to a constructive change in their behavior, thinking, lifestyle.

Each lesson began, like the previous ones, by reading the parable, analyzing it, and discussing it ("All external changes in a person begin with a change of thoughts", "How to discover and develop your inner potential", "Secrets of the teacher's mental equilibrium", "Steps to the assertive behaviors", "Constructive coping strategies", "Professional careers without stress", "How not to burn in the flames of the profession", "Change the thinking – change yourself and your life", etc.), during which members the groups freely expressed their thoughts, feelings, doubts. At the class, students freely exchanged impressions of their previous class, analyzed psychomatics, performed open sociometry. The members of the group gave each other already full psychological characteristics (games "Thoughts on character", "Prosecutor and lawyer", exercise "Suitcase", "What would you take from another person for yourself, what would you give her, what would you throw away?"). During the exercise "Me, perceived with the eyes of the other members of the group" (lesson 9), each participant expressed his or her ideas about how the group perceives him/her. The group acted as a collective expert, correcting one whose views diverge significantly from the true perception of his group. Participants even made predictions about what could be an obstacle for a

group member to work on themselves, a constructive change in themselves (during the game – hot seat psychodrama, lesson 9, a member of the group in the center of the room with their back to the group, everyone in turn made predictions about what may interfere with work on yourself: "I hope you think about yourself the following ...").

Analysis and introspection of psychopictures "Me and our group", "What the group gave me", "My strengths and weaknesses", "My state before the group, my state after the group" gave a lot of important information in the context of personal changes of the participants, the ability to identify their value orientations, group dynamics, etc.

As an example, let's observe the self-analysis of Iryna's S. psychopicture "I am before the group activities, I am after the group activities", performed after the ninth training session: "Before the group I felt like a lonely snowdrop, which has just broke out of snow and needs warmth. It is cold and lonely. I am unsure of myself (the snowdrop bends to the ground), timid, very anxious. After group activities, my outlook and perception of myself and others changed. I perceive myself as a colorful flower, warmed by the sun. I see other members of the group with the same multicolored colors. I am comfortable with myself and with them. My state of mind is very good (bright, but at the same time, "not flashy" but calm, harmonious with nature). I'm vivacious. Think optimistically...".

Psychopictures on the topic "I am real – I am perfect" and "I am a real student – an ideal teacher" were equally informative. The group members compared themselves to animals, plants, geometric shapes, other images: (real – sunflower seeds, perfect – sunflower; real – unripe wormy apple, perfect – ripe red-sided apple; real – cold, shining, not warm, star perfect – the sun; real – a navel punching through the stones; perfect – a blossoming lush rose; real – a spikelet that ripens in the sun; perfect its baked bread; real – a lonely boat that can't swim to the shore; perfect – a fire, torch; real – caterpillar, perfect – butterfly, etc.).

Self-control of personal and group development during the training process were self-reports of participants (lesson 10). Here are examples of the following reports:

Sergei: "I learned a lot about myself. There were things I did not realize, did not think about motives for behavior. I realized how important the state of intellectual-emotional sphere is for pedagogical activity. The inner tension disappeared (I was especially impressed by the relaxation exercises). I heard a lot unpleasant information about myself – this is a field for reflection, change of myself. I realized that it is not that easy to forgive, especially myself and my actions...".

Olga: "I learned to accept myself the way I am. The exercise "Creating oda for yourself" helped me a lot. The group opened my eyes – it turns out that I did not know myself good enough, nor did I know how I was perceived by others. She became more sincere with people. I want to think and act positively. It is difficult to master the techniques of self-regulation of the inner world, to manage emotions ...".

Olesya: "I understood myself and the others better. It is clear that by understanding oneself we can understand others. The group helped me to understand the reasons for the failures, the difficulties in communication. She began to trust people became more and more confident. I learned to accept others the way they are. In the group, she experimented with new forms of communicative behavior. There is something to work on. I was aware of this when I was a teacher, a class teacher. It was not easy to restrain yourself, to find appropriate ways to influence students. I understood what needs to be done in order not to burn in the flames of the profession, to maintain "in a good form" ...".

For the formation of sanogenic thinking of future teachers, we used the technique of sanogenic reflection. This method of behavioral correction is based on the change and purification of thinking as the basis of formation of the attitude to a positive attitude to himself and the situation, involves mastering mental operations and introspection skills. The purpose of the method of sanogenic thinking is to desensitize the pathogenic harmful effects of the energy of negative emotions (anger, insults, guilt, feelings of shame, envy, etc.) [9].

We used the teaching method of sanogenic thinking in two aspects: 1) to identify priority habitual stereotypical pathogenic thinking that causes deterioration of state of health and health; 2) for the purpose of teaching sanogenic thinking for "healing" of an organism, formation of a setting for self-creation, self-development with priority of a health-saving strategy of life.

The technique of forming sanogenic thinking can be called autops psychoanalysis of emotions, which is a catalyst for the transformation of pathogenic thinking into sanogenic. Autops psychoanalysis exercises of negative emotions, which were repeatedly performed by members of the training group, training in positive thoughts, images and feelings helped to consolidate sanogenic thinking as a priority in all types of behavior and activity.

Learning objectives of sanogenic thinking includes the mastery of introspection to restore the details, circumstances, situations in which future teachers fixed and "deepened" their autodestructive behavior. Introspection in the process of conducting sessions of the training group gives a possibility to separate negative emotional reaction from negative habitual patterns of autodestructive behavior, which destroy health, to reduce the degree of negative emotional response to situational influences. Exercises "Forgiveness", "Flushing", "Write the offender unsent letters", "To caricature the offender", "A pleasant surprise to their abuser" contribute to mastering of sanogene type of thinking, the liberation from age-old grievances and negative emotional states.

The members of the training group performed relaxation exercises aimed at getting rid of negative emotions, relieving emotional stress ("Anti-stress relaxation", "Stress yourself out of stress", "Abandoned garden", "Journey to the bottom of the ocean", etc.). Participants of the training, by mastering and comprehending the negative emotional states that surround them, neutralize their negative emotions, which

cause psychological discomfort. Many training members kept diaries in which they recorded self-observation data.

The following methodics were used to track the dynamics of the psychological indicators of the occupational health of future teachers who participated in the psycho-pedagogical training:

1) Freiburg personality inventory (FPI) for the diagnosis of the states and characteristics of the personality;

2) the method of "Accumulation of emotional-energy charges directed at oneself" (by V. Boyko, author of the modification E. Illin) to detect the hidden emotional tension of teachers;

3) Questionnaire "The scale of emotional excitability";

4) C. Spielberger-Y. Hanin questionnaire, designed to assess reactive and personal anxiety [10-12].

3 Result of Research

We analyzed the effectiveness of the tools we had implemented to correct the occupational health of experimental participants. In particular, the effectiveness of psychological and pedagogical training is presented in Table. 1 average group of future teachers' occupational health before and after the training.

Indicators, displayed in Table. 1, are the reflection of the level of formation of relevant professionally relevant qualities and are the main psychological indicators of occupational health: emotional states (conflict, balance), personal qualities (irritability, depression, anger, spontaneous and reactive aggression, self-management), anxiety self-control, difficulties in assessing situations). The significance of changes in these indicators during the training was assessed using the Student's t-criterion.

The results of the study obtained using the shown in Table. 1 methods, indicate high rates of neuroticism (anxiety, increased excitability). There are high levels of irritability, which confirm the poor self-regulation of students' mental states, and the level of depression, which is an evidence of a low mood background, immersion in their experiences. Indicators of reactive anxiety of future teachers (prior to participating in the training) show a high level of psychopathization, characterized by painful reaction to criticism and remarks to their address, sometimes manifestations of an aggressive attitude towards the social environment. Low levels of emotional instability and emotionality may be associated with maladaptation, student anxiety, and high levels of frustration.

In addition to quantitative analysis of the results of diagnostics, we also carried out their qualitative analysis (research of responses, self-reports of participants of training about their well-being, change of lifestyle or thinking, ways of interaction with others, etc.). The free-form opinions of the trainees provide important material that is not less in depth and brightness and sometimes more informative than objective data, limited by diagnostic methods.

Table 1. Comparative analysis of the dynamics of psychological indicators of professional health of future teachers (before and after conducting psychological-pedagogical training)

Methods	Parameters	Before the training	After the training	Student's t-criterion
Freiburg Personality Questionnaire (FPI) for diagnosing conditions and personality traits	I – “neuroticism”	4,29	3,53	3,34**
	II – “spontaneous aggression”	3,09	2,44	2,57*
	III – “depressiveness”	3,53	2,90	2,16*
	IV – “irritability”	4,68	3,53	3,09**
	V – “friendliness”	8,03	8,25	-0,95
	VI – “equilibrium”	7,09	7,75	-2,53*
	VII – “reactive aggressiveness”	3,81	3,31	1,58
	VIII – “shyness”	7,16	6,53	2,26*
	X – “extraversion-introversion”	4,88	4,75	0,38
	XI – “emotional instability”	4,0	3,22	2,60*
	XII – “masculinity-femininity”	3,29	2,97	1,06
	Spielberger-Hanin Questionnaire	Personal anxiety	37,31	33,38
Reactive Anxiety		30,78	28,0	2,13*
Emotional Excitability Scale Questionnaire	Emotionality	22,47	19,75	4,82***
	Anger	7,41	6,43	2,06*
	Timidity	9,13	7,94	2,32*
	Lack of control over emotions	6,09	4,71	2,60*
Methodology “Accumulation of emotional and energy charges directed at oneself”	Hidden emotional tension	15,72	13,59	3,90***

Notes: the IX scale – “openness” (FPI method) is not shown in the table, because we did not quantify this parameter; asterisks (*) marked significant differences:

* – significance level 0.95;

** – significance level 0.99;

*** – significance level 0.999.

4 Discussion

The results of the experimental study show the effectiveness of the developed psychological-pedagogical training and the expediency of its introduction into the educational process of higher education institutions for the preparation of future teachers for the preservation and strengthening of the professional health, formation of the professional stress resistance.

The use of psycho-pedagogical training in the process of working with prospective teachers contributes to the understanding of their strengths and weaknesses, identification and change of those traits and behaviors that trigger and support emotional stress (irritability, envy, shyness, vanity, morbid vanity, lack of self-esteem, anxiety, ambition, vindictiveness and the like), the gradual elimination of the neurotic components of their own inner world, improvement of interaction with others, coordination of the integral qualities of the person. Psychological intervention work was aimed at elimination or mitigation of such negative manifestations in the personality of the teacher as shyness, irritability, aggression, neurotic, depression, affect low resistance to occupational stress. As a result of participation in the work of psychological and pedagogical training the basic psychological indicators of the professional health of future teachers were changed: emotional states (conflict, equilibrium), personal qualities (neuroticism, irritability, depression, anger, spontaneous aggressiveness) and self-regulation of emotional state).

Future teachers, who participated in the work of psychological and pedagogical training, demonstrate an increase in the stress resistance level, assertive behavior, and possession of constructive coping strategies.

5 Conclusions

The profession of a teacher is stressogenic, tensed in the psychological terms. An effective way of protection against occupational stress is building up stress resistance at the professional training stage. It is one of the personality traits that ensures that professional stress can be successfully overcome.

Professional stress is interpreted as the ability to withstand stress, negative factors of pedagogical activity, stressful situations, the ability to find their own resources in difficult conditions of professional activity. Forming stress resilience for future teachers is associated with finding resources that help overcome the negative effects of stressful situations and eliminate potential sources of stress in their inner world.

An effective means of forming future teachers' professional resilience is the psychological-pedagogical training, which we have developed, is built on the principles of active social and psychological training. The activities of the training group are aimed at: formation of skills of productive interaction and constructive conflict resolution and overcoming the professional difficulties, formation of strategies for protection against stress, teaching methods and techniques of self-regulation, formation of sanogenic thinking. Participation in the training group facilitated the mobilization of the personal and neuro-psyche resources of future teachers, as well as the acquisition of subjective self-influence by psychologists.

The dynamics of psychological indicators of the occupational health of future teachers, who participated in the work of psychological-pedagogical training, turned out to be positive and the statistically significant changes, were traced.

We see the prospects of further scientific exploration in identifying the possibilities of psychological and pedagogical training in preventing the professional deformations and destructive changes in the personality of the teacher in the system of postgraduate pedagogical education.

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