

Педагогические науки/1. Дистанционное образование

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Management of the teaching staff and psychological support during distance learning.

The relevance and novelty of the study is due to the temporary transition of the educational system around the world to distance learning in quarantine, which is caused by the COVID-19 pandemic. The purpose of the study: to investigate the stress resistance of teachers of the Municipal Budgetary Institution "Dniester Secondary School No. 1" in the transition to distance learning and implement participatory management by the teaching staff.

In 1936, the physiologist Hans Selye drew attention to the fact that our body reacts in the same way to various external influences - whether it is a sharp change in temperature, chemical poisoning or physical trauma. [1]

He identified 3 stages of stress: the stage of anxiety (when the body's defenses are mobilized), the stage of resistance (during which the body adapts to new living conditions) and the stage of exhaustion (which occurs if the external effect is too strong / prolonged and exceeds the adaptive organism's capabilities Stress is subject to all living organisms, including humans. [3]

The concepts of "stress" and "stress resistance" were studied by such authors as L. M. Abolin, V.A. Bodrov, B.Kh. Vardanyan, P.B. Zilberman, N.V. Suvorov and others. This is how different authors define stress.

After analyzing the scientific literature, we conclude that stress is a response to external influences, while psychological stress is caused by mental incentives.

Stress can be positive (eustress) - in this case, it helps to adapt to constantly changing living conditions. Negative stress (distress) is dangerous because it undermines the body's defenses and can lead to serious illnesses. [4]

Separate studies (A.A. Baranov, I.I.B. Karapetyan, A.A. For example, A.A. Rean, S.V. Subbotin, etc.) are devoted to stress resistance in the framework of the problems of educational psychology, they are mainly aimed at studying and the development of stress resistance among educators.

After analyzing the work of the above authors, we conclude that stress resistance is determined by its direct connection with the well-being, mental and physical health of a person, the effectiveness of his activities and behavior.

An empirical study was carried out on the basis of the Dniester Secondary School No. 1.

The study was aimed at:

1. To study the level of stress resistance of teachers.
2. Identification of the most popular Internet platforms in the work of educators.
3. Identification of organizational and psychoemotional problems faced by teachers in the transition to distance learning.

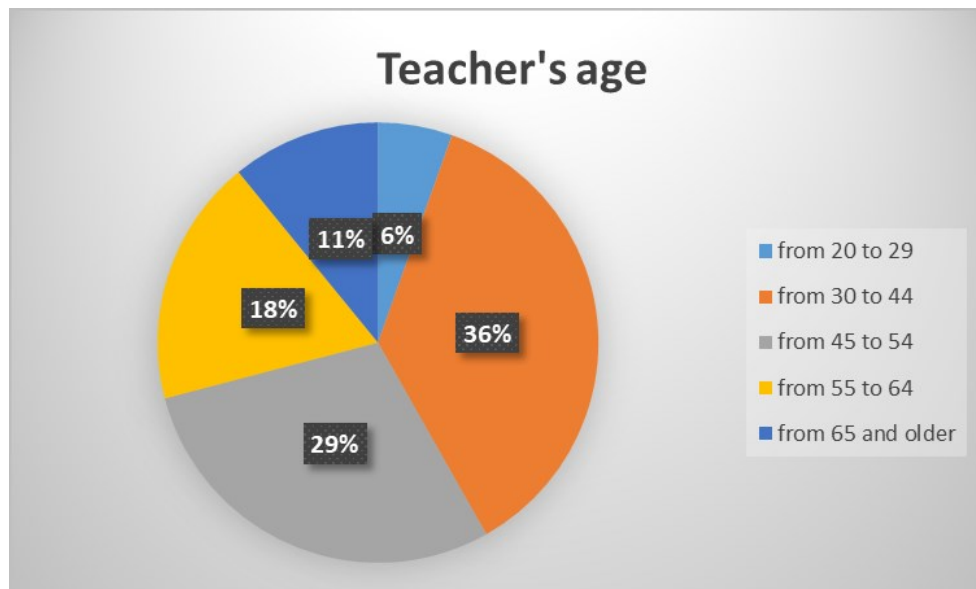
Based on the results of the study, teachers will be recommended coping strategies.

In the course of the study, a testing method was used, for which the following methods were chosen: Test of self-assessment of stress resistance S. Cauchen, G. Villiansson [6], Author's questionnaire "Transition to distance learning".

Under quarantine conditions, the "Transition to distance learning" questionnaire and the stress self-assessment test of S. Kouchen, G. Villiansson were entered into Google forms and teachers following the link anonymously answered questions.

Processing of the results is carried out using the computer program Microsoft Excel, in which we exported the results. In Microsoft Excel, we used the following functions: interest calculation; chart insertion; histogram insertion.

We diagnosed 55 teachers of the school. This is how the subjects were distributed by age.



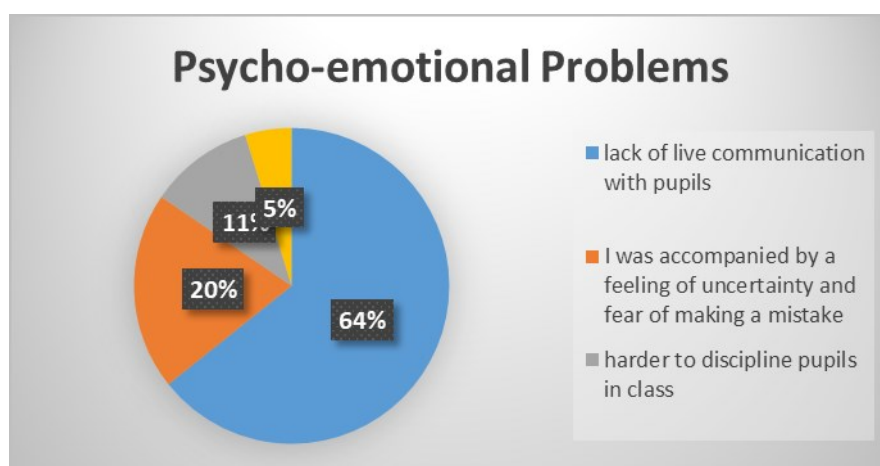
Pic. 1.1. The distribution of teachers by age.

As can be seen from Picture 1.1, the largest number of teachers aged 30 to 44 years, then from 45 to 54 years, therefore, the range from 30 to 54 years is most involved in the sample.



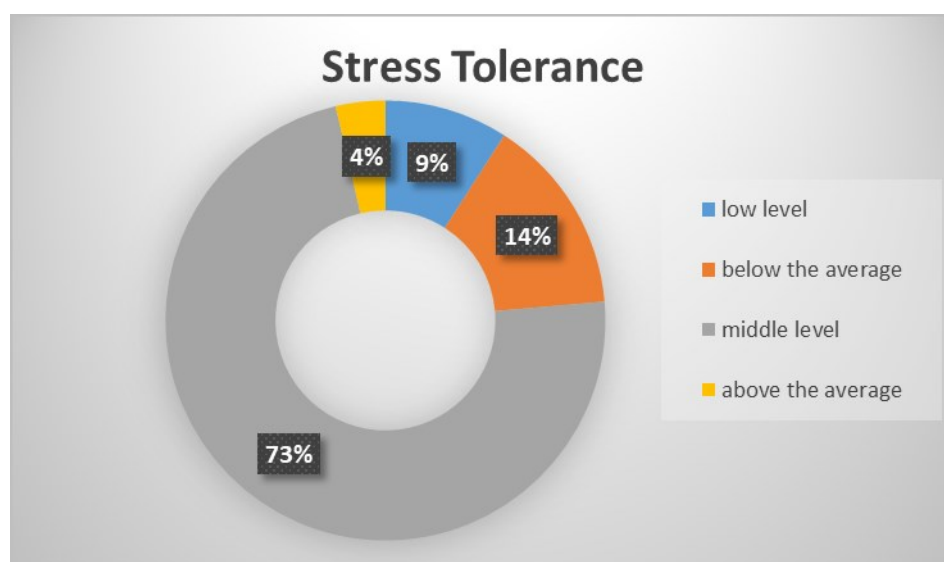
Pic. 1.2. Organizational problems of distance learning.

The most frequently mentioned organizational problem was the waste of extra time, both in preparation for the lesson and in checking homework.



Pic. 1.3. Psycho-emotional problems of distance learning.

Most teachers noted that the most acute psycho-emotional problem for them was the lack of live communication with students. At the same time, one in five reports that he was accompanied by a sense of uncertainty and fear of making a mistake.



Pic. 1.4. Assessment of stress resistance of teachers according to the results of diagnostics by the test of self-assessment of stress resistance S. Kouchen, G. Villiansson.

Most educators rated the level of stress tolerance as “medium.” However, the fact that 14% of teachers rated the level of stress resistance as “below average” and another 9% as “low” indicates the need for psycho-corrective work with teachers, to offer teachers effective, in our opinion, coping strategies.

Based on the results of the study, we developed the following recommendations for educators on which coping strategies to choose in order to increase stress resistance:

Table 2.1 Recommended Coping Strategies for Educators.

Type of problem	Problem	Copying strategy
Organizational	Preparing for online lessons takes longer	Cognitive coping strategy - changing the way you see the problem - to realize that in this situation the time was wasted and the teacher is creating a database of materials for conducting the lesson online, which will later come in handy.
Organizational	checking homework takes longer	Cognitive coping strategy - changing the way you see the problem - realize that in this situation time is wasted, the teacher gains experience in checking homework and over time, the time for checking homework can be reduced.
psycho-emotional	lack of live communication with pupils	Cognitive coping strategy - changing the way you see the problem - to realize that the conditions of distance learning are a necessary and temporary measure. A huge number of people in the world are in similar conditions.
psycho-emotional	feeling of uncertainty and fear of mistakes	Strategy for changing the problem - in order to get rid of the feeling of uncertainty, it is necessary to change the reason that gives rise to the teacher's feeling of uncertainty, namely lack of competence in the IT field. We recommend increasing your competence and feeling more confident.

Let us consider the participatory management of the teaching staff on the example of the implementation of all management functions during the organization of distance learning in the MOE "Dniester Secondary School No. 1".

- **Planning.** Changes were made to the forms of events.

- **Organization.** It was necessary to organize the educational process in a remote format as soon as possible, which required both information resources and temporary personnel. Corporate training of teachers on working with information resources, acquaintance with educational platforms Electronic School of Pridnestrovie (ЭШП), Elzhur (ЭлЖур), Ya-klass (Я-класс), etc. was introduced.

- **Communication.** Communication within the teaching staff was carried out at first in the Viber messenger, from the 2020-2021 academic year using the Elzhur (ЭлЖур) platform.

- **Motivation.** Democratic management style and its subspecies participatory management stimulates employee motivation. However, it is necessary to occasionally stimulate teachers. A special role is played by recognizing the merits of subordinates, supporting their independence, non-interference in the creative process, if the result of this process fully satisfies the management.

The importance of the issues raised is due to the fact that teaching staff and administration should be prepared for the rapidly changing working conditions of educational institutions and promptly respond to possible challenges. The school administration organizes the educational process in the new conditions, and the teacher-psychologist provides psychological support to the teaching staff.

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