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EFFECTIVE STRATEGIES FOR OVERCOMING PROFESSIONAL FRUSTRATION OF PRIMARY SCHOOL TEACHERS IN THE CONTEXT OF MODERN CHALLENGES

The article is focused on the analysis of effective strategies for overcoming professional frustration among primary school teachers in the face of modern challenges. The following research methods were used: theoretical methods (analysis, synthesis, classification, generalization, abstraction, specification), empirical methods (survey, testing), data interpretation methods. It is noted that the teacher's personality and the quality of his professional activity are influenced by internal and external factors, which in turn transform into a state of frustration. The article presents the results of the first stage of the research – a survey of primary school teachers, regarding the manifestation of psychological features of professional activity in the conditions of the implementation of the "New Ukrainian School" Concept, which was conducted on the basis of the Zaporizhzhya Regional Institute of Postgraduate Pedagogical Education during advanced training courses. The author emphasises that the survey results show that the following data were obtained: 1) teachers note that such psychological barriers as lack of internal resources for change and uncertainty; 2) in the course of the survey, we found that a significant proportion of respondents have an unstable psycho-emotional state due to a significant increase in the requirements for professional activity. The study's second stage results are also presented. The obtained results suggest the need to provide primary school teachers with psychological assistance in terms of awareness and acceptance of new requirements for their professional activities, which in turn will minimise the frustrating impact on the personality and prevent destructive psycho-emotional states in general. Also, the results of the study indicate a possible tendency to profess and emotional burnout. The psychological techniques that can help teachers overcome professional frustration have been identified. Attention is focused on the need for psychological support for teachers on the way of adaptation and learning self-regulation techniques, given the significant impact of external factors such as a pandemic, war and other social processes taking place in our country.

Key words: primary school teacher, professional activity, professional frustration, psychological methods of overcoming frustration, reflection, awareness, development.

Statement of the problem. Given the intensity changes in living conditions in our country, starting with reforms, the COVID-19 pandemic, and now the war, the topic of frustration is relevant. The destruction of both personal and professional plans under the influence of external factors has determined the transformation of priorities. Continuing educational activities in the face of constant change and stress brings to light such psychological and emotional states as frustration, anxiety, and fatigue.

In our opinion, primary school teachers deserve special attention, as they have to adapt to new requirements, while being in extreme circumstances. Given the situation in which educators find themselves, we believe that it is important to help them overcome the state of frustration, including in their professional activities, which in turn motivates them to choose psychological methods of self-regulation.

Analysis of recent research and publications.

Many psychological studies have attempted to explain the nature of ineffective actions and destructive tendencies in pedagogical activity. Their reasons were associated with the social aspects of the teaching profession, its low prestige, with violations of the process of professional and personal development of the teacher (I. Ostopolets), with high stress, conflict and frustration of pedagogical activity (S. Tukayev, B. Palamar, T. Vashaka, V. Mishiev, O. Chebykin), destructiveness of the teacher's intrapersonal defensive conflict (T. Yatsenko), problems and difficulties of their professional adaptation, lack of adequate means of pedagogical activity, communication and establishment of interpersonal relations (Y. Kmit, B. Oleksienko), low development of professional thinking (V. Grinyova, O. Rezvan), inconsistency of the value and meaning system of the teacher's personality with the requirements of the profession.

Task statement. The purpose of this report is to identify and substantiate effective strategies for overcoming professional frustration in primary school teachers in the context of modern challenges.

Objectives of the study: 1) to analyse the essence of the concept of "professional frustration"; 2) to present the results of the study of the manifestation of professional frustration of primary school teachers in the context of education reform; 3) to identify psychological methods of overcoming professional frustration in teachers.

Outline of the main material of the study. The study used the following methods: theoretical methods (analysis, synthesis, classification, generalisation, abstraction, specification), empirical methods (survey), methods of data interpretation. To study the professional frustration of primary school teachers, we used the following methods of psychological diagnosis:

1. The projective test SFTC (Situations of Frustration in Teacher Communication) is a modification of the S. Rosenzweig's method of frustration. It is designed to diagnose emotional reactions of teachers in difficult situations of pedagogical activity. 2. The Arbeitsbezogenes Verhalten – und Erlebensmuster (AVEM) is a questionnaire of work-related behaviours and experiences. The authors of this questionnaire are U. Schaarschmidt and A. Fischer. This version was adapted by T. Ronginskaya. The AVEM questionnaire is a multifactorial diagnostic tool that allows you to determine the types of behaviour of people in a situation of professional demands.

Other methods of diagnosing mental states include the method of expert visual determination of the emotional state by facial expressions, diagnosis of emotional tension by speech features.

To determine the psychological needs of domestic primary school teachers, a survey was conducted in June 2020 at the Zaporizhzhia Regional Institute of Postgraduate Pedagogical Education on the teachers' awareness of the psychological characteristics of their professional activities in the context of educational reforms, including the introduction of the NUS, which consisted of 10 open and closed questions.

The scientific methods of psychological and pedagogical research used by us allowed us to analyse the collected data (scientific literature) on this topic, to actualise the problematic of the issue under consideration, to set the correct research objectives, to conduct the most objective survey of primary school teachers at the first stage of the study and to present the results of the second stage of the empirical study with further interpretation and conclusions.

Against the background of the priority direction of reforming the modern school as one of the most important institutions of human socialisation, reflecting the state and trends of society, there is an implementation of such a psychological phenomenon as professional frustration in the professional activity of a teacher.

Among the factors that determine the occurrence of a state of frustration in the pedagogical activity, it is necessary to distinguish three groups: 1) personal; 2) organizational; 3) role.

The relationship between personal characteristics and primary school teachers' professional frustration is considered in the context of the relevant personality concept. The personal characteristics that influence the emergence of professional frustration include: anxiety, emotional burnout, emotional reactivity, aggressiveness.

The organisational factors of primary school teachers' professional frustration include long hours of work, which are not always properly evaluated; peculiarities of the organisation of the educational process; and insufficiently flexible interaction with the school administration. There are also factors that determine the content of a teacher's professional activity: role balance, workload, interaction with students and their parents, and other teachers [5, p. 12].

Therefore, an important criterion for professional and personal self-preservation is constant reflection on one's own self, analysis of professional activity, continuous professional self-enhancement and awareness that in certain periods of a teacher's career, he or she needs the help of a specialist psychologist, whose main task is to provide psychological support (support, assistance) for the successful professionalisation of a personality.

Educational activity under conditions of increased complexity is determined by the operation of multilevel mechanisms for determining and regulating teacher activity. Consideration of the decision-making process in the context of causal and target determinism allows us to study the factors and conditions of the teacher's transition to pedagogical activity at the level of conscious goal setting, reflective search and selection of effective ways to solve problem situations, as opposed to "reactive" behavioural models [1, p. 32].

The main danger of the formation of professional frustration is that it can develop rather slowly, and therefore almost imperceptibly. This not only complicates its timely detection and taking certain measures, but also creates a situation where the teacher himself begins to get used to these negative trends in his

development, and frustration and destruction become part of his personality.

One of the manners to identify ways to overcome frustration is to understand the causes of frustration. The causes of frustration are determined by external and internal factors. External factors include situations and conditions in a person's environment that affect him or her:

1) Physical factors include natural disasters that can cause frustration;

2) Social factors determine the inability of an individual to meet the needs or achieve the goals that are important to him or her in the environment. The events that have been taking place in our country since 2019 – the COVID-19 pandemic, the introduction of martial law – cause certain psychological conditions such as stress, frustration, depression, anxiety, and post-traumatic stress disorder.

3) Economic and financial factors frustrate the satisfaction of financial and economic needs.

Internal factors include personal factors, the trigger of which is the person's internal experiences, which are the cause of their frustration. The main factors in this category include:

1) Conflict of desires in achieving goals, characterised by the emergence of two contradictory desires that cause frustration.

2) Moral standards of the personality – ethics, high ideals of a person can cause frustration. Such a person may be trapped in the "superego" and "ego" and may not be able to establish a balance between them, which will lead to a feeling of frustration.

3) A high level of expectations can be a source of frustration if it does not correspond to the person's real capabilities or exceeds their limit.

4) Physical inadequacy or intellectual disability can be a source of frustration due to a lack of ability to perform certain types and forms of work.

5) Low level of perseverance on the way to achieving the goal. In this case, frustration is caused by a low level of motivation, weak willpower, lack of courage, enthusiasm on the way to achieving the goal [4].

In order to determine the psychological peculiarities of overcoming professional frustration in primary school teachers during the implementation of the New Ukrainian School Concept, we developed an author's questionnaire consisting of 10 closed and open questions.

The survey involved 46 primary school teachers from various educational institutions in Zaporizhzhia Oblast. The respondents are employees of general secondary education institutions – 51.1%; educational complexes – 31.1%; gymnasiums – 8.9%;

lyceum, boarding school – 2.2% each: 68.9% have more than 20 years of teaching experience; 13.3% – 10 to 15 years; 6.7% – 3 to 10 years and 6.7% – 15 to 20 years; 4.4% – 1 to 3 years of experience. The age of teachers varies from 25 to 65 years. Other methods of diagnosing mental states include the method of expert visual determination of the emotional state by facial expressions, automated diagnosis of emotional reactivity based on the predominance of colour or shape in the structure of the mental image, and diagnosis of emotional tension based on speech features.

The analysis of the data shows that in the context of constant educational reforms, which change one after another, teachers are not always able to master new knowledge, develop new professional skills and realise the need for change. Teachers point out that psychological barriers such as lack of internal resources for change (40%) and lack of confidence (37.8%) prevent them from quickly changing their teaching activities in line with the new NUS requirements. It should also be noted that there are some inconsistencies and contradictions in the answers. Thus, to the question "What difficulties do you face in the process of implementing the NUS Concept?" 53.3% of primary school teachers identify problems with methodological support, 44.4% – unstable psycho-emotional state due to a significant increase in requirements; 42.2% – deterioration of health due to fatigue. At the same time, 35.2% of teachers do not need help, and 86.7% consider their level of readiness for the new format of activity in accordance with the NUS Concept to be high. The identified contradictions may indicate that teachers do not psychologically perceive the rapid pace of reform and the emergence of innovations in their professional activities [3, p. 9]. The second stage of the survey involved 124 respondents. The age range of respondents varies from 20 years to over 65 years. Among them: 8.1% have more than 41 or more years of teaching experience; 32.3% have 21 to 30 years of experience; 18.5% have 31 to 40 years of experience and 15.3% have 11 to 20 years of professional experience; 25.8% have 1 to 10 years of teaching experience. The age range of respondents varies from under 30 years to over 60 years. Also, the majority of respondents are representatives of general education schools – 62.9%; educational complexes – 11.3%; gymnasiums – 12.1%; 13.7% are teachers of specialised schools.

All calculations were performed in SPSS Statistics v.17.0.

According to the results of the empirical study, the hypothesis that primary school teachers experience both professional and personal frustration dur-

ing the implementation of educational reforms was confirmed. In the process of factor analysis to identify the links between different aspects of overcoming frustration in the conditions of primary school teachers' professional activity, 12 factors were identified: 1. "Excessive involvement of the teacher in professional activity, which provokes the search for factors of frustration in oneself". 2. "Pedagogical experience and experience of a teacher as a potential resource for adaptation to new conditions of professional activity that is not being implemented". 3. "Active involvement of a teacher in professional activity and a balanced desire for self-development". 4. "Finding the reasons for failure in other people, which is combined with the reduction of the emotional sphere in the conditions of professional activity". 5. "Focus on emphasising the lack of changes in the education system as a result of burnout". 6. "Increased teacher workload in the context of the NUS as a factor of apathy, fatigue and stress". 7. "Success in professional activity as a factor of life satisfaction and balance". 8. "Psychological support for primary school teachers in the context of the New Ukrainian School as a way to overcome their frustration". 9. "Difficulties in the implementation of the NUS are clearly defined as a consequence of the reform, but the need for its implementation is also recognised". 10. "Failures in the reform as a result of incompetence". 11. "Failure to adapt to the NUS as a result of professional "stiffness" and reduced flexibility". 12. "Social support as a means of overcoming frustration in difficult work situations" [7, c. 15].

Thanks to the data obtained, we have identified the main factors of the emergence of such a phenomenon as professional frustration of teachers, one of the main ones being excessive involvement in professional activities, which is also manifested in the inability to separate one's personal self, one's personal needs from professional ones.

Thus, the empirical study revealed significant psychological characteristics of both the personality of a primary school teacher and the peculiarities of his/her professional activity, which created the basis for the development of a training programme aimed at psychological assistance to the teacher's personality in overcoming professional frustration, in particular during the education reform.

Given all these reasons for the emergence of frustration, taking into account the current situation in our country, the main goal is to identify psychological methods of overcoming and preventing this phenomenon, as well as the need to support teachers in their development.

These methods include the following:

1. The method of reflection is one of the most important skills in the professional activity of a teacher who seeks to increase the effectiveness of his/her work, strengthen the relationship between the real and ideal representation of his/her personality, including the activity aspect. Reflection also helps to consciously feel satisfaction from work. I. Leļjūgen interprets reflection as an objective analysis of professional social and pedagogical activity. The source of reflection is the relationship with a person who should create an environment for the child in which he/she can understand his/her psychological state, develop emotional intelligence and form his/her reflective function [8, p. 287]. Also, reflection as a psychological mechanism of self-analysis is aimed at understanding one's behaviour, actions and state, which in turn allows timely detection of certain emotional manifestations, such as fatigue, anxiety, frustration.

2. Group and individual methods of overcoming teachers' professional frustration. Group methods include the following [12]:

- Ballistic groups. This method deserves special attention, as it makes it possible to bring to mind situations during interaction with students or other colleagues that, in the teacher's opinion, are problematic and, in the course of discussion with the group, to identify options for solving certain issues. Also, when working in this method, there is an opportunity to share experiences, which in turn increases the teacher's professional awareness and reduces the frustrating impact of both external and internal factors.

- The method of active social and psychological learning is a group method of work. Based on this, acting as a member of the group, in the process of work, a person gradually finds new ideals and ways of self-changing. The ASPnet group helps to reduce distressing factors (frustration, lack of hope, depression, etc.) at least by opening up a person's positive potential, which he or she often does not even suspect exists. Activation of positive potential contributes to constructive changes in personal qualities and their integration. The group leader should remember his or her duty to help group members on the path to progressive change. He or she should also encourage the participants to analyse the feedback they receive and to make independent decisions about what can be used in the process of self-improvement. Otherwise, there will be no significant behavioural change. It is important to make people understand that they have a choice, and if they use it, they can change themselves [10, c. 56].

Such work in a group allows the individual to become less dependent on external influences and more capable of internal development on the path to improvement. It is in this way that self-understanding, self-affirmation, self-change, and self-education take place, which blocks the possibility of returning to the primary integral personal structure. The method of ASPB allows to ecologically bypass the defence mechanisms of the psyche, which in turn facilitates work on such conditions as frustration, stress, depression, etc.

3. Art therapy is one of the most effective ways to work with people of any age, any profession, and for the individual it is a way of self-discovery, self-expression, development and a path to personal harmonisation. This method fully meets the growing need of modern people for a soft, ecological approach to solving their problems, life self-realisation, and is also an ecological way of living and, in turn, overcoming certain psychological conditions, such as frustration, professional deformation, stress, burnout. Primary school teachers are exactly the category of professionals who constantly use creativity in their professional activities. That is why, in our opinion, art therapy methods aimed at actualising the teacher's personal state allow us to establish a certain connection between the conscious and the subconscious. In addition, art therapy can be used for relaxation, which allows for deep self-awareness of needs, and contributes to the definition or reorientation of the personality's goal [9, p. 47].

4. Methods of body-oriented psychotherapy. Body-oriented therapy is a direction of psychotherapy in which psychological problems of patients are considered in mutual connection with the peculiarities of their body functioning. The main difference of this direction is the absence of opposition between body and mind, concentration on deep bodily sensations and their study, decoding of unmet needs hidden in the bodily state of the individual, as well as the use of motor activity to diagnose and analyse the essence of the problem, its expressiveness, arbitrariness and spontaneity [11].

The goal and main tasks of body-oriented therapy are to find the simplest ways to resolve internal conflicts, objectify the "self-image" to understand automatic motor patterns, develop creative and cognitive abilities of the individual, increase the level of adaptability, etc. Bodily experience is necessary for the development of self-reflection of the subject, for the formation of communication skills, for the enrichment of sensory experience and full perception of reality, for the expansion of human creativity, for

the formation of flexibility and adaptive skills. Sensory experience is also an important factor in personal development, the formation of adequate self-esteem and self-image, it develops cognitive processes, deepens sensations and perception, and allows a person to confidently navigate in a variety of conditions. Normally, a state of stress leads to a biological reaction of the body – adaptation.

However, in the case of excessive exposure to stressful factors, the inability to avoid stressful situations or excessive strength of stimuli, a pathological condition may develop. Such conditions include post-traumatic stress disorder, emotional burnout, chronic fatigue syndrome, frustration, etc. Body-oriented therapy is considered to be particularly effective in dealing with psychosomatic disorders, neuroses, the effects of mental trauma and post-traumatic stress disorders, and depression. Body-oriented therapy is a unique and effective way of personal growth and holistic development of a person, which helps to connect their feelings, mind and bodily sensations into one whole, restore lost and build up missing relationships between them, create conditions for trusting and full contact between a person and the life of their body [4].

In addition, to overcome the state of professional frustration, it is important to learn individual methods of regulation that the teacher can use at any convenient time. These methods include the following: breathing exercises, meditation exercises, and conscious self-regulation.

Thus, in accordance with the tasks set, the study realized the following: 1) the concept of "professional frustration" was analyzed; 2) the results of a survey of primary school teachers on their awareness of the psychological characteristics of readiness for professional activity in the conditions of the NUS were presented, and the hypothesis that primary school teachers experience both professional and personal frustration during the implementation of educational reforms was empirically confirmed; 3) psychological methods of overcoming teachers' professional frustration were identified and presented.

Conclusions. Also, analyzing the influence of internal and external factors on the teacher's personality, it can be argued that the manifestation of professional frustration should be considered as a complex psychological phenomenon that includes an individual mechanism of beliefs and reactions to certain frustrating events. Psychological support of teachers in educational institutions is important for overcoming the state of professional frustration. The task of such support is to assist in the process of adaptation

to changing conditions, which today are burdened by events in the country (pandemic, war), to teach teachers methods of overcoming professional frustration, to conduct group work that will promote reflection, awareness of internal needs and goals.

We see the **prospects for further research** in the implementation of a training program in secondary schools that will help prevent such psychological phenomena as professional frustration, burnout, and stress in the context of education reform.

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Мостова Т.О. ЕФЕКТИВНІ СТРАТЕГІЇ ПОДОЛАННЯ ПРОФЕСІЙНОЇ ФРУСТРОВАНOSTІ ВЧИТЕЛІВ ПОЧАТКОВОЇ ШКОЛИ В УМОВАХ ВИКЛИКІВ СУЧАСНОСТІ

Статтю присвячено аналізу ефективних стратегій подолання професійної фрустрованості у вчителів початкової школи в умовах викликів сучасності. Використані такі методи дослідження як: теоретичні методи (аналіз, синтез, класифікація, узагальнення, абстрагування, конкретизація), емпіричні методи (опитування, тестування), методи інтерпретації даних. Зазначено, що на особистість вчителя та на якість його професійної діяльності впливають інтернальні та екстернальні фактори, які у свою чергу трансформуються у стан фрустрованості. У статті представлено результати першого етапу дослідження – опитування вчителів початкових класів, щодо прояву психологічних особливостей професійної діяльності в умовах реалізації Концепції «Нова українська школа», яке проводилось на базі Запорізького обласного інституту післядипломної педагогічної освіти під час курсів підвищення кваліфікації. Акцентовано увагу на те, що за результатами проведеного опитування отримані такі дані: 1) вчителі зауважують про те, що такі психологічні бар'єри як нестача внутрішніх ресурсів до змін та невпевненість; 2) у процесі опитування нами було виявлено, що значна частка респондентів має нестабільний психоемоційний стан, внаслідок суттєвого зростання вимог до професійної діяльності. Також, представлені результати другого етапу дослідження. Отримані результати дозволяють стверджувати про необхідність надання учителям початкових класів психологічної допомоги в аспекті усвідомлення та прийняття ними нових вимог до їх професійної діяльності, що в свою чергу надасть змогу мінімізувати фрустраційний вплив на особистість та попередити деструктивні психоемоційні стани загалом. Також, результати дослідження вказують

на можливу тенденцію до професійного та емоційного вигорання. Визначено психологічні методи подолання професійної фрустрованості у вчителів. Акцентовано увагу на необхідності психологічного супроводу вчителів на шляху до адаптації та навчання технікам саморегуляції, враховуючи значний вплив зовнішніх факторів, таких як пандемія, війна та інші соціальні процеси, які відбуваються у нашій країні.

Ключові слова: *вчитель початкових класів, професійна діяльність, професійна фрустрованість, психологічні методи подолання фрустрованості, рефлексія, усвідомлення, розвиток.*