

THE MENTAL HEALTH OF A TEACHER: LUXURY OR NECESSITY

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Abstract

The article provides a theoretical analysis of the teacher's mental health, offers practical advice on overcoming certain factors of health disorders; attention is focused on the importance of allocating time to perform various tasks.

The educational reforms of the domestic society, which bring actual changes in the training and professional formation of future specialists, should be distinguished not only by significant development and educational potential, but also should preserve the health of all participants in the educational process. Nowadays, last task remains unsolved.

Due to the high emotional intensity of the educator's professional activity, non-standard pedagogical situations, responsibility and complexity of the teacher's professional work, the risk of developing the syndrome of "emotional burnout and exhaustion" increases. At the same time, very little attention is paid to effective psychological-pedagogical and medical technologies, which are aimed at preserving the teacher health, reducing the risk of the formation of the "emotional burnout" syndrome and the appearance of a crisis in the profession as a whole.

The problem of individual living psychological health in an unstable, changing world, complex, extreme socio-ecological conditions, became particularly relevant at the beginning of the XXI century i.e. the century of human science. Increased interest in a person as a subject of work drew the researchers' attention to the changes that occur with a person in the process of performing professional activities.

The problem of preserving and protecting each individual mental health is one of the most urgent issues of professional activity and professional growth of specialists in various fields in current conditions i.e. a full-scale invasion of russia on the territory of Ukraine. Professional activity in modern conditions of uncertainty, constant tension and anxiety is characterized by significant physical and psycho-emotional stress, which determines the existence of significant violations or loss of mental health.

Keywords: *mental health, emotions, stress, time allocation, conflict, teacher.*

1. Introduction

Blahuta R. (2021), in his welcoming speech at the conference dedicated to the problems of mental health, note that the mental health of the nation is now a fairly established scientific thesis, but its support and development require further multi-vector study and scientific and psychological comprehension. The problem of mental health of the individual involves interdisciplinary research, which should be based on the application of a complex methodology, an in-depth study of the integration links of theoretical and applied psychology, as well as other branches of scientific knowledge (Blahuta, 2021).

As M. Fomych (2018) points out, humanistic psychology has taken one of the first and important steps towards considering the mental health of an individual. In particular, the representatives of this scientific direction introduced mental health to the range of scientific problems, where the identity and self-sufficiency of a person, the way to health through the art of living, come to the foreground. At the same time, according to the researcher, a significant drawback of the humanistic paradigm is its lack of clear boundaries, which in turn suggests the existence of different views on the raised problem (Fomych, 2018).

According to I. Shupta (2022), psychological health is a specific, complex and integral quality of an individual, the emergence and development of which is determined by the influence of both external (social, biological) and internal (psychological) factors, which in turn determines the manifestation of various psychological features in the professional activity. We agree with the author, who notes that being under the negative influence of the modern tense and time-consuming rhythm of life, double moral standards, the modern specialist is forced to act in conditions close to extremes. His work takes on the character of intense daily

activity with a high level of personal responsibility, the need to make management decisions in a short time, which, under certain circumstances, depends not only on the effectiveness of the professional activity of the manager, but the organization as a whole (Shupta, 2022).

M. Fomych (2018) focuses on the fact that mental health is the basis of full-fledged personality development, which emphasizes the absence of mental illnesses in the subject and incorporates the main manifestations of human qualities as an organizer and administrator of his/her own life. The researcher singles out certain characteristics of the person's mental health, in particular: effort, behaviour regulation and activity, purposefulness, creativity, critical thinking, the ability to take full responsibility for overcoming life circumstances and difficulties, personal growth and harmonious development within the surrounding world (Fomych, 2018).

2. The purpose and objectives of the research

The main goal of the study is to offer practical advice on preserving and maintaining the teachers' mental health of various educational institutions based on theoretical analysis and based on the acquired professional experience.

3. The results of the research

A theoretical approach to the problem. The analysis of theoretical concepts, practical experience and the results of experimental research on the problem of preserving the mental health of an individual makes it possible to state that this problem is gaining more and more relevance, which is due to the variability of modern society and the growth of risks for specialists of many professions. Preservation of the specialist's mental health appears to be a vital factor of an effective professional activity in real-time conditions.

We state that a specialist's mental health is now a vital necessity due to the following factors:

1 The military state in the country creates conditions for a person to be constantly in stressful situations (a person will feel the real situation represents a certain physical or mental danger (primary assessment); a person understands he/she will not be able to respond effectively to this situation (secondary assessment)).

2. The mental state of a person is constantly changing depending on various environmental conditions. Since it is not always possible to change the environment, it is necessary to search other means to restore the mental health of the individual, thus to replenish the energy potential of each person.

3. The systematic internal accumulation of negative emotions by a person leads to depletion of personal, emotional and energy resources. Emotional well-being of a specialist is one of the professional life determining factors and full-fledged mental health is an important condition for a professional activity.

4. The "human-human" system of professions (which also includes the profession of a teacher) is associated with great emotional tension, the non-standard nature of many professionally-oriented daily tasks and situations, significant responsibility and necessity in decision-making, etc., which affects every specialist's mental health disorders.

5. A significant number of specialists' unpreparedness to state problems related to individual mental health, leads to the development of chronic diseases and partial or complete disability.

Conflict is one of the important factors of a teacher's mental health disorder. Conflict is a clash of significant, competitive or incompatible needs, motives, interests, goals, actions and deeds at the individual-psychological or social-psychological levels. Conflict always contains an element of uncertainty (it is not known what will happen next), and therefore emotional tension arises.

In the conflicts that arise between the teacher and the pupil or the group in general, it is necessary to take into account the youthful desire for self-assertion, which hides the search for oneself, that, however, is often not realized. Therefore, you can assert yourself not only by aggressive behaviour, but also by resisting aggression, which indicates a higher level of personality development and the availability of conflict resolution constructive means. Any conflict should encourage each side of the conflict to find an effective way out of the conflict situation and make an effective decision that helps to eradicate the problem.

Accordingly, educational and interpersonal types of conflicts can be distinguished. They prevent normal pedagogical communication, because they cause misunderstanding between interlocutors, enmity, offense, an attempt to prove only one's rightness, etc. If a

pedagogical conflict has arisen, it is already too late to manage it, and it is necessary to decide what is the only correct, but not easy, way to agreement.

There are two main ways to resolve the pedagogical conflict: 1) through the replacement of the objective situation (review the volume of the educational load, improve the class schedule, etc.); 2) due to changing the subjective teacher's pedagogical position or the students' position regarding the situation of pedagogical conflict. However, it is important to find ways to satisfy the interests of both parties. If the conflict is resolved in a psychologically justified way, it mobilizes the mind, liberty, and brings together the interests of the conflicting parties.

A person who, as a thinking being, like Homo sapiens, learns about the world (which corresponds to the main vector of human existence), sooner or later rises to the level of philosophical reflection, beginning to understand the world with the help of generalized theoretical constructs, universal philosophical and naturalistic categories, which contributes to elevation to fundamental knowledge level. This makes it possible to make breakthroughs in any theoretical and practical sphere of human existence, as it helps to overcome some narrow framework of certain subject areas of the world knowledge.

A modern teacher is called upon to solve tasks that require serious pedagogical efforts. Mastering the new content of educational subjects, new forms and methods of teaching, searching for effective ways of education, implementing the humanistic paradigm, the need to take into account the very rapid changes taking place in society and information field of the educational subject i.e. all this can only be done by a psychologically healthy teacher.

Generally, problems with mental health arise for teachers in several areas at once, although, as a rule, one of them is the leader and starts a chain reaction. We will analyse some of them, while offering practical advice on how to overcome these problems.

1. *The self-esteem sphere.* It seems to a person that he/she does not cope with his/her duties. This is the main problem of people with developed intelligence who are able to see not only something narrower, but the mechanism of the entire activity as a whole or the position in their professional field. If this is superimposed on the habit of demanding regular labour feats from yourself, then exhaustion is simply inevitable.

For example, a teacher knows that specific changes need to be made within the organization to improve the psychological climate in the team, but he/she has doubts because his/her opinion is not listened to. Or the manager recognizes that subordinates are ineffective,

but at the same time does not have the opportunity to create his/her own team. They will feel constant dissatisfaction with themselves and, as a result, a psychological balance violation. In this case, not only following one of Murphy's Laws ("You are not superman") can serve as a great defence, but also other statements that humorously remind us not to demand too much from ourselves.

2. The emotions sphere. A person begins to feel irritated by people and his/her problems, which he/she has to solve due to their professional duties. That is, his/her condition can be described as internal hysteria: "What do you all want from me? I can't help you! Leave me alone!" From the outside, the employee does not necessarily look irritated i.e. he/she may even seem indifferent, and this is simply a defence against emotions i.e. from others and his/her own, which arise in response. For example, a primary school teacher quickly closes from the experiences of excited parents and the first-graders' tears who are just going through an adaptation period at school, and an inexperienced teacher can "give up" after numerous calls and constant conversations with parents and first-graders.

In such a situation, an important element of protection is psychological support and special trainings, during which teachers are taught how to behave correctly in difficult situations, as well as speech and behavioural patterns that allow you to help people without indulging into their suffering.

3. The psyche sphere. Even if the teacher does not constantly work with emotions, he/she may have a mental breakdown, simply because there is an overload and the person works in a condition that is not typical for him/her. For example, it is difficult for someone to concentrate in the presence of a large number of people, and his/her work requires it. Or a person who has difficulty making quick decisions is forced to participate in activities that require an instant reaction to tasks. The cause of health disorder lies in the psyche individual structure, which cannot be completely reworked.

In such case, technical methods are protective, in particular: "to adjust" the working conditions for yourself, where possible, and avoid things that lead to the stress. For example, you can work with headphones if the noise is distracting or annoying; refuse a position that involves constant contact with people, if the person is pathologically shy.

4. The intelligence sphere. This is a test for those who, due to material convictions, occupy a position that does not allow them to fully realize their intellectual abilities. For

example, a talented teacher has to work on the same program for years. Western scientists have estimated that more than three years of such a routine is harmful to health.

Protection, in this case, can be constant new intellectual tasks that a professional of such type sets before himself/her: career growth, training, etc. Or the opportunity to realize his/her potential in the field of hobby.

Therefore, it is worth remembering the importance of making time for such things (which will definitely help to support the individual mental health of everyone) as:

- work as one of the conditions for success;
- reflection as a source of strength;
- game as the secret of youth;
- reading as a basis of knowledge;
- friendship as a condition of happiness;
- a dream as a path to the stars;
- love as true joy in life;
- joyfulness as soul music.

Human is a time consumer. He/She manages time to different thoughts, feelings, work. A small part of time is "processed", and what remains is lost, disappears, but everyone around says that there is not enough time for anything, it is not enough.

Time is the greatest value. Unfortunately, we realize this later or not at all. Therefore, it is pointless to spend it on insults, rivalry, self-love and self-love satisfaction... It should be used wisely, not waste, because it is so easy to talk, sleep, wait, spend it on the pursuit of fashion, on alcohol and overeating, switching TV channels, surfing the Internet, etc.

Time is perceived differently i.e. sometimes slower, sometimes faster. Sometimes it seems to us that it has stopped, and sometimes that it has sped off at the speed of light. There are days when it drags on like a stuck record and we can't wait for the day to end.

The perception of time depends on the saturation of the day with events. After all, it is with them, as milestones, that we outline our life: it was before and it was like that after... It is the events that we keep in our memory... Then what fills our time i.e. seconds, minutes, days, months, and sometimes whole years, between events? After all, during this "interevent" time, we are busy with something: we talk, educate, go to work, travel in transport, everyday routine. Year after year goes by like this, and we catch ourselves that we haven't done what we promised

ourselves, others: we didn't go on vacation, didn't go to our relatives, didn't write a letter, didn't go to the city of our youthful dreams... However, it is difficult to think about such things, so we hide such thoughts in the most distant hiding places. The easiest thing is not to think about your own life. We begin to perceive time more acutely closer to older age: the less time remains, the louder its pace becomes.

4. Conclusion.

So, the mental health of a specialist is both luxury and necessity. As long as Ukraine is in a state of military operations, in constant expectation of unpredictable actions from the enemy, mental health will always require the search for resources to restore the necessary potential that can ensure the full-fledged professional activity of each person. Mental health, as a vital necessity, ensures the constant active development of the personality, creates the necessary prerequisites for professional growth and skills improvement, provides an opportunity for adequate self-evaluation and recognition of the value and uniqueness of other people. It is in this context that the expression, the harmonious life of each individual, is appropriate.

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