

DEVELOPMENTAL PSYCHOLOGY AND PERSONALITY SELF DEVELOPMENT: IMPROVING EDUCATIONAL SYSTEMS QUALITY

Difficulties psychological support professional and personal formation of teachers

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The article presents the analysis of the difficulties of psychological support of professional and personal development of teachers, classified by the author as related to organizational factors and factors of co-resistance-failure. As the central reasons we described difficulties accompanying the most pronounced personality traits characteristic of teachers (rigidity, pessimism, social introversion, emotional lability). These properties are evaluated as giving rise to the resistance of teachers to provide them with psychological support.

The conclusion about expediency of integration of psychological work in the general system of professional and personal development of teachers on the basis of recognition of the objectives of this work as the real value of educational institution. It is noted that overcoming the difficulties related to teachers resistance is a long and delicate process, imposing both the strategic need to further improve the training of educational psychologists, practice-oriented work with older participants in the educational process and the implementation of the conditions of continuous self-development of the respective competence by a educational psychologist.

Failure characteristic of teachers in relation to his colleagues, in particular, to the educational psychologist. Educational psychologist for them is "support specialist", he performs secondary to solving the major problems of educational function. The desire of teachers to maintain their image and status in the eyes of the team is not conducive to the formation of a trusting relationship. Trust relationship is one of the most important conditions for the effectiveness of support.

Keywords: teacher, personality, psychological support, professional and personal formation.

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