Technologization of the Teachers Coping behavior formation as management and staff training means

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ABSTRACT

An inclusive approach to teaching people with disabilities and/or disabilities is now considered one of the main strategic paradigms of modern education. In this regard, the question arises about the importance of professional training of pedagogical personnel implementing the inclusive practice, considering the orientation of socio-pedagogical interaction, professionally essential qualities, risk factors, typologies, and strategies of coping behavior, as a mental neoplasm that can not only solve problematic situations but also change a person's individuality. Depending on personal and professional development characteristics, the authors identified and described several leading types of coping behavior, and typology was carried out according to the following criteria: coping strategies, coping resources, coping techniques, and coping behavior productivity. Profiling teachers (and other specialists) coping behavior will allow identifying (based on observation, diagnosis, expert assessment) teachers at risk, developing preventive measures and preventing professional deformation at different stages of personality development.

Keywords: A typology of coping behavior, Profiling, Educational technology.

1. INTRODUCTION

Currently, the concept of "coping behavior " is considered as a separate way of interacting with a situation following its logic, significance in a person's life and psychological capabilities. Coping behavior involves adapting to circumstances in a problematic situation when the available means, methods, and personal resources cannot resolve the conflict.

Such a situation for teachers is a professional activity in an inclusive educational space, which acts as a system of interaction of participants in the educational process, ensuring the full inclusion of a child with disabilities in education through the implementation of educational and interpersonal relationships between all subjects and levels of the educational space. This leads to a change in the social conditions of teachers' development and the emergence of coping behavior as a mental neoplasm that can resolve difficult circumstances and change a person's personality.

2. MATERIALS AND METHODS

Currently, it seems relevant to use educational and psychological technologies (technologization) of the management process and personnel training, the main features of which are standardisation, unification, and creativity, combined with hierarchy.

The specificity of educational technologies used to solve strategic pedagogical tasks is manifested in the fact that they are associated with the individual's consciousness, the presence of the probabilistic nature of the educational impact, the need to consider several other aspects of the problem.

The analysis of psychological and pedagogical literature allowed us to identify the problem of research, the purpose of which is to study the features of coping behavior of teachers in an inclusive educational space, as well as the development and refinement of diagnostic tools using profiling (profiling) of their coping behavior.

Profiling means a set of psychological methods for assessing and predicting human behavior based on the analysis of his appearance, nonverbal and verbal signs.

Recently, businesses have increasingly taken up profiling, helping owners and top managers of companies assess the intentions and reliability of the statements of their employees, partners, and customers. There were also separate areas of profiling: aviation profiling, railway profiling, hotel, personnel, business profiling.

In this study, scientific interest is represented by the works of authors who reveal the methodological basis for the study of coping behavior , such as Amirkhan, J.H. [1], Breakwell G.M. [2], Frydenberg, Lewis R. [3]; Lazarus, R.S. [4]; the study of profiling in psychology and business was carried out by Ekman P., Friesen W.V., Scherer K.R. [5]; Ressler R., Burgess A., Douglas J. [6]; Rossmo D.K. [7]; Zuckerman M., DePaulo B.M., Rosenthal R.[8]; Volchetskaya T.S., Abramovsky A.A. [9]; M.A. Kovalenko [10]; T.G. Martseva [11]; Yu.G. Odegov [12]; E.A. Petrov [13].

To probe the features of teachers coping behavior of inclusive education, undergraduate and graduate students, we used the author's technology based on such diagnostic techniques as the questionnaire "coping behavior methods" (according to R. Lazarus and S. Folkman) [14]; determination of individual coping strategies (according to E. Heim) [14]; leading ways to overcome professional difficulties in the field of inclusive education (according to V.N. Ponikarova) [15]; expert assessment "The level of risk in professional activity" (according to E.V. Zmanovskaya) [14], which made it possible to identify the original typologies of coping behavior .

Profiling teachers (and other specialists) coping behavior will allow identifying (based on observation, diagnosis, expert assessment) teachers at risk, developing preventive measures and preventing professional deformation at different stages of personality development.

The study was conducted in the period from 2019 to 2021 on the territory of the Vologda region, which was attended by 200 teachers engaged in inclusive pedagogical practice in educational institutions of Vologda and Cherepovets, as well as undergraduate students and graduate students (200 people).

3. RESEARCH RESULTS

We have identified and described several leading types of coping behavior of teachers of inclusive education (pedagogical system of formation of soft skills), typology of which was carried out according to the following criteria: coping strategies, coping resources, coping techniques and productivity of coping behavior .

Coping strategy is a line of human behavior in resolving a difficult situation. The following are most often described among coping strategies: problem-solving, seeking social support, and avoidance.

Coping resources are external and internal variables that contribute to psychological stability in "difficult" situations. Traditionally, such coping resources as the level of subjective control, Self-concept, self-actualisation, etc., are allocated.

We paid attention to other coping resources: assertiveness, alertness, ego-state, flexibility/rigidity, tolerance/conflict.

Coping techniques are the most personality-specific patterns of coping behavior in specific situations of social and/or professional interaction. Among the coping techniques, we have identified the following: interaction, compromise-minus, compromise-plus, withdrawal, confrontation.

The productivity of coping behavior is the degree of effectiveness of resolving problematic situations; according to this criterion, the following varieties are traditionally distinguished: productive and non-productive.

Productive coping behavior is a type of coping behavior in which the resolution of a problem situation is achieved mainly using flexible, adequate patterns of coping behavior.

Non-productive coping behavior is a non-productive type of coping behavior. The resolution of the problem situation is achieved mainly using rigid, stereotypical, inadequate patterns of coping behavior.

Based on the diagnostic data obtained, qualitative characteristics of the types of coping behavior in the experimental group were proposed, which are presented in Table 1.

A comparative study of the typology of coping behavior of respondents showed that such types of coping behavior prevail among teachers as smash - 17%, adaptive – 32%; the following types of coping are most common among bachelors: creative - 20% and adaptive - 40%; the adaptive type prevails among graduates - 40%.

There are general types of undergraduate and graduate students - 20% of the subjects have neutral status, i.e. an indefinite type of coping.

The least represented type of coping behavior is crush, an non-productive type of coping.

Table 1. Typology of coping behaviour

Type of coping behaviour	Leading Coping strategies	Leading coping resources	Leading coping technics	Productivity
smash	Solving the problem	Assertiveness	Interaction	Productive
creative	Solving the problem	Alertness	Compromise - plus	Conditionally productive
adaptive	Search for social support	Ego state	Compromise - minus	Conditionally productive
crush	Avoidance	Tolerance	Care / confrontation	Conditionally productive/non-productive
neutral	Search for social support	Ego state	Compromise - minus	Productive

4. RESULTS DISCUSSION

Based on the data obtained, we have developed an educational technology designed for inclusive education teachers "Coping profile". The same technology has been adapted for undergraduate and graduate students.

The purpose of the technology is to profile and shape the inclusive education teachers coping behavior.

Technology objectives:

- To introduce teachers to the phenomenology of coping behavior and elements of profiling.

- To form components of professional productive coping behavior, including coping strategies, resources, techniques, etc.

- Develop and test a workbook that covers: profiling of coping behavior; establishing a readiness to implement inclusive educational practice; development of professional coping behavior; formation of soft skills of teachers.

- Prepare methodological recommendations for the implementation of this technology in educational organisations.

We have used the following types of training:

- subjective, including personal and epistemological training, which determines the formation of a focus on self-education, self-development, cooperation, reflexive attitude to one's level of competence and implemented activities;

- theoretical training, which determines the possession of terminology, orientation in the categorical apparatus, the essential aspects of the problem field of coping behavior;

- empirical - determining readiness to implement practical actions on the use of formed personal resources and patterns of coping behavior to resolve problematic situations during professional activity and reflection on one's profile of coping behavior.

The identification of the technology is presented in Table 2.

We used the following as the basic principles of technology implementation:

- the principle of consistency, which determines the content of individual educational modules and technology as a whole;

- the principle of completeness correlates with the requirements of professional and educational standards;

- the principle of targeted unity - orients the orientation of technology components to the formation of a professional;

- the principle of subject content implies the selection of the necessary and sufficient content of educational material;

- the principle of priority of simultaneous results of technology implementation;

- the principle of unity of theory and practice of teaching.

Classes (modules) for teachers included the following topics: "Modern approaches to understanding coping behavior ", "Specifics of coping behavior of teachers", "Methodology and methodology of profiling coping behavior ", "Educational and psychological technologies", "Current technologies of coping behavior formation".

As an organisational unit for the implementation of the technology for the formation of coping behavior of

Table 2. Identification of the "Coping Profile" technology

Classification system	Technology identification
Application-level	Meta technology
Philosophical basis	Socialisation of personality
Methodological approach	Profiling
The leading factor of personality development	Sociogenic
The scientific concept of experience development	Activity
Orientation to the contexts of personal development	Self-development technology
The nature of the content	Personality-oriented
Type of pedagogical activity	Developing technology
Type of control	Cyclical
Methods	Developing methods
Organisational forms	Group training
Means of education and upbringing	Effective and practical
Approaches	Educational technology
The direction of modernisation	Based on the activation and intensification of the activities of the subjects
Category of pedagogical objects	Advanced level technology

teachers, we have adopted as a basis an educational module, which includes: a workshop, several trainings (usually two), a consultation. If necessary, the ratio of activities may change.

The first module assumes the following structure: two workshops and two trainings. They can go exactly in this order, but alternation is also possible: workshop - workshop - training - workshop – training. If there is a social request, a consultation can be held, occupying any place in the module's structure.

Subsequent modules, as a rule, have the structure already described: workshop (lecture), several trainings (usually two), consultation.

The result of implementing the technology is a business game, which is a test event, if possible, can be supplemented with a final conference.

The formation of coping behavior among teachers was carried out within the framework of workshops and masterclasses; students implemented an elective course that combined traditional methods, techniques and forms of teaching with innovative ones: brain-ring, panel discussion, flash workshop, master-seminar, case method, etc.

We developed a workbook within the elective course "PRO-coping" framework during the implementation and testing of educational technology, which was used as methodological support.

The notebook includes three to four parts, which conditionally correspond to the subject of educational modules and contains a diagnostic part, a profiling tool.

The educational part contains a small amount of information on the corresponding module, exercises, tasks, reflection, a dictionary of basic concepts. Presentations on each educational module have been developed and tested.

5. CONCLUSION

Thus, the technologization of the process of forming coping behavior using profiling elements provides accurate instrumental management of the educational process and guaranteed success of the goals set and timely identification of teachers at risk, prevention of unfavourable types of coping.

This allows you to: analyse and systematise practical experience and its use on a scientific basis; comprehensively solve educational and socio-educational tasks; use available resources; choose the most effective, and develop new technologies and models to solve emerging socio-pedagogical problems in the field of profiling coping behavior.

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