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**SOCIAL AND PSYCHOLOGICAL FEATURES OF PROFESSIONAL CRISIS PERCEPTION
BY HIGHER SCHOOL TEACHERS**

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Abstract

The relevance of the study lies in the objective changes (cultural, social, financial, etc.) in education in general and in higher education in particular, as well as by the changed position of the teacher in education. New working conditions, the misbalance of social roles, the inertness of the teachers' self-awareness make the teachers reconsider their place in higher education, their role behavior, the need to build a new identity, as well as reconsider the features of the crisis. There are few studies of the system professional crisis of teachers caused by social transformations, which coincides and overlaps with the period of individual professional crisis. Obviously, the professional is supposed to react to the changed self-awareness, try to cope with the dissonance, and try to change. The present article aims to identify the socio-psychological features of the perception of the professional crisis by higher education teachers. Phenomenological approach is the major approach to the study of the problem. This approach makes it possible to comprehensively study such social and psychological features of the teachers' self-awareness as a success, self-realization, the image of oneself, one's goals in life, as well as coping strategies.

Keywords

Self-awareness — Professional crisis — Coping strategies — Subjectivity

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Introduction

Psychology and pedagogics consider professional crises to be the driving force behind the individual's professional development. The discovery of the mechanisms of overcoming the crisis makes it possible to balance the opportunities and the needs of the individual and the requirements of specific working conditions. After the crisis of a new social development situation, education determines the development of the subject of labor¹.

"Crisis" as a category was studied in the works of Russian and foreign researchers.

Foreign researchers consider the category of "crisis" to be a phenomenon of individual human life in the context of personal experience of psychologically traumatic situations. The misbalance in the system "Being-Personality" is the main cause of the crisis, while its result is the development of the personality.

The problem of crises has always been in the focus of the Russian psychological science. There exist several well-known scientific approaches to understanding crises. These approaches mainly consider the context of the problems of personality formation and development in childhood, as well as during the person's whole life.

The study of the crises of professional development is an important area in the study of crises and crisis situations. The existence of such crises is indicated by L.I. Antsyferova, E.F. Sehr, E.A. Klimov, A.K. Markova, L.M. Mitina, N.S. Pryazhnikov, Yu.P. Povarenkov, E.E. Symanyuk, A.R. Fonarev et al. For example, L.I. Antsyferova's in her studies mentions critical and sensitive periods in the process of carrying out a particular activity.

A.K. Markova and E.A. Klimov identified and systematized the types of contradictions in the development and functioning of an individual as a subject of labor. E.F. Sehr highlights the main factors of the crisis of professional development. N.S. Pryazhnikov and E. Yu. Pryazhnikova mention the following crises of professional identification: the orientation crisis; learning crisis; professional expectations crisis; growth crisis; professional career crisis; social and professional self-actualization crisis; extinction of professional activity crisis; crisis of socio-psychological adequacy².

Thus, Russian psychological science historically investigates the problem of crises and crisis states in the context of the development and formation of personality. Crises are viewed as processes that accompany the transition from one stage of development to another and are connected with personal growth and development. Different researchers note that a crisis is preceded by the stages of accumulation of qualitative and quantitative changes in the personality that lead to the emergence of crisis states³

¹, L. S. Vygotsky, "Biogenetic approach in psychology and pedagogy", in Reader on the basis of age psychology. Part 1, eds O.A. Ka-abanova, A.I. Podolsky, G.V. Burmenskaya (Moscow: Moscow State University, 1999).

² E. F. Zeyer, Psychology of Professional Development (Moscow: Academy, 2006); E. A. Klimov, Psychology of the professional (Moscow: Academy, 1996) y A. K. Markova, The psychology of professionalism (Moscow: Knowledge, 1996).

³ F. E. Vasiljuk, Psychology of experience (analysis of overcoming critical situations) (Moscow: Moscow State University, 1984); E. P. Ilyin, Psychology for teachers (St. Petersburg: Peter, 2012); E. A. Klimov, Psychology of the professional (Moscow: Academy, 1996) y S. K. Nartova-Bochaver,

Crisis features are mostly characteristic of socio-professional professions, which imply constant interaction with people. "High emotional workload," which is associated with personal, social role and organizational factors, is believed to be one of the reasons behind crises⁴. The phenomena of misadaptation and professional deformation are considered to be a relevant problem for teachers whose activity takes place under conditions of increased social and psychological demands and is associated with mental and psycho-emotional overstrain. A certain profession as a developed and reproducing system determines the structuration of a concrete professional personality type⁵.

Professional crisis of a teacher is a long-term non-equilibrium state of the subject of labor caused by a misbalance of the value-semantic sphere of the individual and actualizing the process of experience⁶. According to E.E. Simanyuk, the professional change of the teacher is accompanied by personal acquisitions and losses, it is not only growth and development, but also destruction, i.e. professional destruction is inevitable⁷. According to T.E. Majorova (2009), 52% of teachers have a high level of professional deformation.

Improvement and continuous professional development cannot always accompany long-term performance of professional teaching activities. Periods of temporary stabilization (professional stagnation) are inevitable. Sensitive periods of the appearance of professional deformations are the crises of the professional formation of the personality, especially the unproductive forms of their overcoming⁸.

The overcoming of such periods of one's professional history is accompanied by mental tension and discomfort, conflicts, loss of identity, a decrease in the productivity of work⁹. Professional self-awareness, self-image, self-attitude, self-perception in the profession also change.

The analysis of the features of teachers' crises makes it possible to single out a constructive and a destructive type¹⁰. In the case of a constructive crisis, the individual actively searches for new ways of identification (social or personal) and, as a result, comes to the formation of new identity units and the achievement of a new identity. In the case of a destructive crisis, an individual, having a closed type of identity, refuses to change anything in him/herself, does not accept changes (neither external nor internal), refuses personal search. As a rule, this is manifested in the inflexibility or rigidity of the self-image, the predominance of social-role characteristics in self-descriptions. The rejection of self-change leads to deeper contradictions between the existing structure of identity and the new life situation, which ultimately leads to destructive manifestations of the crisis - social and psychological misadaptation, negative emotional states, depression, etc.

"Coping behavior" in the system of concepts of psychology", *Psychological journal* Vol: 18 num 5 (1997): 20-30.

⁴ S. P. Beznosov, *Professional deformation of the person* (Saint Petersburg: Speech, 2004).

⁵ S. P. Beznosov, *Professional deformation...*

⁶ N. O. Sadovnikova, "Professional teacher crisis: content and basic features", *Scientific dialogue* num 11 (59) (2016): 400-411.

⁷ E. P. Ilyin, *Psychology for teachers* (St. Petersburg: Peter, 2012).

⁸ E. F. Zeyer, *Psychology of Professional Development* (Moscow: Academy, 2006).

⁹ E. E. Simanyuk, and N. O. Sadovnikova, "Psychological protection as a factor in the formation of professionally conditioned teachers' destructions", *Education and Science* num 1 (25) (2004): 86-97.

¹⁰ N. V. Antonova, "Features of the teacher's identity as a factor in the success of training practical psychologists", *Bulletin "Pedagogy and Psychology" Problems of educational psychology and psychology of education* num 4 (2009): 60-72.

However, today we can state the emergence of a different kind of a professional crisis connected with a radical change in the whole meaning of the educational space and with the destruction of the teacher's professional identity in general. It does not concern the professional burnout, or professional deformation or involution but, rather, the devaluation of the meaning of teaching and professional activity in the eyes of the subject of the educational space.

Russian higher education possesses the features of a crisis of institutional nature. The past norms of educational practices are being eliminated, the role frames are losing their certainty, the key participants of the institute of education cannot with the same certainty identify each other's status, the deformation of the social function of education is evident¹¹. For many of its participants, higher school is a "social refuge" both for specialists who are rejected by local markets either because of age, or because of excessive or non-core qualifications, and for young people who due to their infantilism are not ready to bear the burden of the army service or family relations¹².

The professional status of the teacher changes together with the change in the university functions. The teacher becomes a social worker obliged to keep students under control, to maintain discipline, and, moreover, to maintain the financial status of the university, not allowing cash outflows due to untimely dismissal of students. Vocational training becomes a matter of secondary importance both because of a shortage of basic general education knowledge and because of the lack of demand for the specialties acquired.¹³.

The Soviet and post-Soviet professional culture of university teachers is gradually disappearing, the culture that used to be focused primarily on the transfer of knowledge and the realization of the classroom load and only secondarily on active research and publication activity. At the same time, there is a problem connected with the fact that the classroom load has been preserved and even increased, while the demands to administrative load and publication activity have grown substantially, which inevitably leads to distortions of professional identity and raises the question of the role status and professional position of teachers in modern Russia¹⁴.

The teacher is thrown off the high position on the social ladder of the Soviet era and realizes that in the new society the teacher's social achievements are devalued, his profession is problematic; in his professional activity, the teacher is forced to regularly join in situations that make him question his own social identity. Social identity is a personal characteristic. It implies the individual's internalization of his / her social status, i.e. belonging to a professional community with the recognition of its borders, adherence to prescribed norms, mastering its language, mastering the relevant presentation practices, the readiness for symbolic acts indicating personal connection with the community. For identification, an

¹¹ D. Shevchuk, "General equilibrium model in the markets of higher education and labor. Why the demand for higher education in Russia is growing", Association for Studies in Public Economics. The 5th International Conference on the "Public Sector Transition" num 24-25 (2002): 12.

¹² O. Leibovich and N. Shushkova, "On the Seven Winds: Institute of Higher Education in the Post-Soviet Era", Journal of Sociology and Social Anthropology num 1 (2004): 61-69.

¹³ O. Leibovich, "University teacher: a crisis of identity", Higher education in Russia num 2 (2007): 49-61.

¹⁴ R. N. Abramov; I. A. Gruzdev and E. A. Terentyev, "Academic professionalism in an era of change: role-based suidency and the transformation of time budgets". Monitoring of Public Opinion num 6 (2015): 136-152.

individual needs the so-called social mirrors - close, but different social groups. In comparing oneself to these groups, the individual forms or accentuates one's own identity. Such mirror reference groups for university teachers were schoolteachers, the administrative employees of the university, students. Today, the teacher dissolves into a professionally faceless category of "state employees" ("profs" in the student jargon) and loses visible advantages over each of these groups.

Consequently, the conditions and nature of professional activity are changing. Today, public mirrors reflect an unidentified function that lacks social recognition, with lost credibility in the eyes of a close and distant social environment, and lost opportunities for effective teaching practice. The consumer style prevailing in the urban community dictates the forms of public recognition and the teacher is forced to turn to practices that are not compatible with his social identity - in other words, to earn money in all possible ways¹⁵.

The crisis of the teacher's identity manifests itself in different signs: the social position of the university teacher is dubious and ambivalent, there are deep contradictions between the teacher's own self-esteem and the visible reaction of the environment, the loss of the opportunity to maintain the previously developed style of professional and non-professional communications, doubts concerning the boundaries of the teacher's social community, social nostalgia for the past. Ultimately, the crisis of the teacher's identity means the gradual loss of the benchmarks of socially significant behavior.

Professional crises are present in the activity of each employee. The curve of a professional path includes periods of stability and satisfaction that are replaced by periods of acute of professional identity crises followed by either a way out of the crisis to the next level, or professional destructions and involution. Periods of stagnation and acme are also possible.

However, if the identity crisis caused by social transformations coincides with or overlaps the period of one's own professional crisis, the processes of experiencing such periods are more complex and poorly understood. Obviously, the professional will react to the changed self-awareness, try to cope with the dissonance and change.

These processes lead to a number of phenomena within the professional teaching activity: we can state teachers' leaving their profession on a mass scale, as well as other intermediate forms of activity that have become common in the professional environment. We can easily recognize the teacher-businessman, teacher-manager, teacher-amateur, teacher-trader, etc. [Lebovskiy]. In essence, we are dealing with the massive spread of professional marginalism. According to E.P. Ermolaeva, marginalism is recognized as a high-level phenomenon in the concept of the social realization of the professional, as a systemic disagreement in the relationship "man-profession-society". The nuclear structure of the properties of professional marginalism are: pseudo professional mentality, imitation of morality and activity, "consumption of the profession," and "marginal effect"¹⁶.

G.V. Lozhkin and N.Yu. Volyapyuk interpret marginalism as a problem of the individual, a consequence of the internal conflict of identity, manifested in disorganization,

¹⁵ O. Leibovich and N. Shushkova, "On the Seven Winds: Institute of Higher Education in the Post-Soviet Era", *Journal of Sociology and Social Anthropology* num 1 (2004): 61-69.

¹⁶ E. P. Ermolaeva, *Psychology of social realization of a professional* (Moscow: Izdatelstvo "Institute of Psychology of the Russian Academy of Sciences", 2008).

anxiety, non-involvement, etc.¹⁷. E.P. Ermolaeva describes similar problems of identity as crises - a temporary phenomenon, a normal stage in the development of a professional, without reducing the concept of marginalism to these contradictions.

S.A. Druzhilov, along with the criterion of identity, includes in the evaluation of professionalism / or non-professionalism the criteria of professional productivity and professional maturity¹⁸.

Thus, the content of the concept of "professional crisis" in relation to the activity of the teacher is gradually eroding. Previously the crisis was understood as a regular stage in the development of a professional, a systemic bifurcation caused by accumulated contradictions. At present, it can be described as a mass phenomenon, as a natural feature of social change, which has dangerous consequences.

Thus, it is possible to state the escalation of *the system professional crisis of teachers*, which is a reaction to the contradiction between the old value-semantic and content characteristics, tools and patterns of teaching activity and the new functions and meanings of modern education that make it impossible to realize the professional program of the individual.

It can be described as a phenomenon that is experienced differently by a person: from implicit anxiety to tragedy and total devaluation of teaching. Compensatory mechanisms allow to reduce the level of tension and personal inclusion, coping strategies anesthetize self-perception, protection helps to replace anxiety with activities, etc. At the same time, affective anxiety remains internally connected with the reflective level of individual self-awareness (V.P. Zinchenko)¹⁹. Studies have shown that self-perception is controlled by the right hemisphere of the brain while the reflective mechanisms of self-consciousness by the left.

The present research studies the subjective perception of the systemic professional crisis of teachers in higher education with the focus on its socio-psychological manifestations.

The purpose of the research: the study of socio-psychological characteristics of the self-awareness of the crisis of higherschool teachers.

The object of research: the teachers of the Federal University of Russia (Ekaterinburg), humanitarian specialties (n = 62), September-October 2017.

Age	32-63 years	
Gender	women 87%	men 13%
Work experience	7-21 years of teaching at the university	
PhD	Doctors of Sciences 14%	Candidates 86%

¹⁷ G. V. Lozhkin, and N. Yu. Volyapyuk, ed., Conflict sources of professional marginalism. from // www.nbu.v.gov.ua portal / Soc Gum.

¹⁸ S. A. Druzhilov, "Psychology of human professionalism: an integrative approach", Journal of Applied Psychology num 4-5 (2003): 35-42.

¹⁹ L. D. Stolyarenko, Fundamentals of Psychology. Third edition, revised and enlarged (Rostov-on-Don: Phoenix, 2000).

The performance of related functions (administration, academic research) was not included in the analysis.

Initially, 12% of teachers refused to participate in the study as potential respondents. The unwillingness to explore the topic of the crisis (even indirectly) was the prevailing reason for refusal. Other regularities were not identified.

The subject of the research is the social and psychological characteristics of the perception of the crisis by higher school teachers.

Materials and methods

The study was conducted in three stages.

Stage 1. The study of the content of the systemic professional crisis of teachers. Method of research: content analysis of the teachers' self-descriptions in the profession and the content analysis of professional sites. The goal is to discover the socio-psychological invariants repeated by respondents in describing their perception of the crisis.

Stage 2. Filling out a mini-questionnaire suggesting to mark oneself on three scales:

1

I fully experience
the professional systemic crisis
of teachers

I don't experience
any features of the professional
systemic crisis of teachers

100% -----X----- 0%

2

I am realized

As a teacher-----X-----as a teacher

100%

I am not realized

0%

3

I consider myself
to be successful

as a person

100%

I don't consider myself
to be successful

as a person

0%

It was necessary to evaluate oneself in the categories "I experience the crisis - I do not experience the crisis"; "I am realized as a teacher (in the profession) – I am not realized as a teacher" and "I am successful as a person - I am not successful as a person". The answers were to be marked with an "x" on the corresponding scales from 0 to 100.

In the study of the socio-psychological characteristics of the perception of the professional crisis by teachers, the following methods were used. The methods were selected in accordance with the most frequently encountered categories of self-awareness of the crisis, singled out during the content-analysis at the first stage of the study.

1) The method of studying the teacher's self-image with the help of the Twenty Statements Test by M. Kuhn and T. McPartland. This technique is based on the use of non-standardized self-description with subsequent content analysis. The task for the focus group was to

describe the way teachers see themselves in the profession: their own characteristics, strengths, weaknesses as a professional.

The texts were subjected to content analysis, which included fixing indicators of success / crisis in the activity and revealing and describing their level by counting the frequency of references. The indicators, in turn, were combined into content-analytical categories.

2) The method for studying the awareness of the ability for self-development as a subject indicator of the teacher's self-perception. The study was carried out with the help of the meaningful benchmarktest (MBT, D.A. Leontiev).

The conducted studies (D.A. Leontiev, Kalashnikova, 1993) revealed that the developed version of the methodology has a clear and well-interpreted factor structure:

Factor 1- "Goals in life,"

Factor 2- "The process of life,"

Factor 3- "The effectiveness of life,"

Factor 4–Internal locus of control,

Factor 5 –External locus of control,"

Factor 6- "The general indicator of the comprehension of life."

Factors are divided into two groups. The first group includes meaningful benchmarks. The two remaining factors characterize the internal locus of control which the comprehension of life is closely related to. One characterizes the general worldview belief that control is possible, and the other one reflects the belief in one's own ability to exercise such control.

3) The study of the internal image of the life and professional history as a subject indicator of the teacher's self-awareness through the method "Psychological Autobiography" by L.F. Burlachuk and E.Yu. Korzhova (1998). This is an expressive projective method for studying experiences related to the most important spheres of life, which allows to reveal the features of perception of significant life situations, namely, the most important events in a person's life. In the instruction, the participants are asked to list the most important, from their point of view, events of the past and future life, give them a quantitative assessment and indicate an approximate date. The number of events is not limited. The results are compared with the normative indicators.

In this method, the classification of the events of H. Reese and M. Smyer is proposed in a modified form - related to the professional (past and future) activities of teachers. The emphasis was on the indication of events relating only to the professional sphere. When processing data, the following types of events were identified:

1) Type of events related to changes in professional activity.

2) Personality-psychological.

3) Type of events related to education and professional development of teachers.

With regard to their form, the events were distributed as follows: work in the specialty, promotion; work not related to teaching; completion of teaching activities; interpersonal relationships; the effectiveness of activities (awards, prizes, diplomas); labor tasks; financial situation; internships; improvement of professional skills, self-education; participation in

conferences, competitions; assessment situations (attestation for a higher category, examinations).

4) Questionnaire "The Coping Strategy Indicator" (CSI) by J. Amirkhan (adapted by N.A. Sirota and V. Yaltonsky), to determine coping strategies of teachers.

The results of the study were processed by the method of content analysis and methods of mathematical-statistical data processing. The use of methods of mathematical statistics adequate to the research tasks was one of the ways to ensure the reliability of the results. Stat Soft ink software package was used for quantitative processing of empirical data. - SPSS 10.5.

Discussion

1. The study of the content of the systemic professional crisis of teachers by the method of content analysis of the descriptions (made without a rigid format) of teachers' self-perception and the perception of the crisis in the profession made it possible to identify the following categories (in total, 67 evaluation categories were revealed that were encountered in self-descriptions no less than three times):

	The number of categories	Frequency of occurrence in the descriptions
Categories of positive content (examples: good professional self-awareness, more order, a higher level of the students' erudition / literacy...)	21	77
Categories of negative, crisis content	46	196

It is obvious that categories of negative, crisis content are not only more numerous in self-descriptions, but also more frequent in the texts. For the purposes set, it is important to determine precisely the categories of negative / crisis content among respondents:

	Categories of negative / crisis content	Frequency of occurrence
1	ambiguity of life's purposes	
2	insecurity	
3	disagreement with oneself	
4	change in the semantic context of work	
5	awareness of the need to reassess oneself	
6	lack of understanding of how to live on	
7	decrease in the level / standard of life	
8	disagreement with colleagues	
9	loss of a new feeling, a lag in life	
10	lack of personalization in teaching	

Since the stated goal consists in the identification of socio-psychological invariants repeated by respondents in describing their perception of the crisis, it was necessary to strengthen the results obtained by an additional analysis of professional sites regarded as forums on which teachers communicate. The study included 8 professional forums for teachers, as well as the content of a number of professional groups in social networks (FB and VK), including texts of domestic and foreign teachers containing information on the research topic.

In the teachers' Internet communication, the term "crisis" is very rare. Much more often the words "uncertainty", "problem", "difficulty" are used. Authors of texts often resort to metaphors (for example, "demons of education"), denoting the extra personal component of the crisis situation. The absence of a direct designation of the crisis or risk as a "measurable uncertainty" (F.Night) in the respondents' implicit representations is regarded in the present paper as contributing only to frustration about the perception of problems in the teaching profession. The results are generally consistent with previous studies²⁰.

The pilot nature of the content analysis of professional Internet communications allows us to supplement only to some extent the general picture of the phenomenology of the professional crisis in relation to the teaching profession. However, we can distinguish a number of categories that complement the results obtained in self-descriptions:

	Frequency of occurrence (out of 273 mentionings)
change of the vision of oneself and one's work towards the function	34%
morbidity in the perception of the evaluation of one's activity	21%
perception of the content of one's professional activity as unnecessary to anyone	28%
размытость временной профессиональной перспективы или её отсутствие	14%
actualization of the need to choose a new scenario of professional life	22%
lack of interest in the development of teaching activities	31%

Thus, we can say that the professional crisis of the teacher is a situation of "impossibility" of realizing an internal professional plan in the current situation of professional development. The phenomenological study of the content of perception of the professional crisis by teachers carried out in the present paper made it possible to make a detailed description of the state of the professional crisis. There is an obvious tendency towards a consumer, even a dependent attitude, as a likely reaction to the systemic professional crisis of teachers manifested in the formula "give me more money / opportunities / ... and then I ..." This tendency is caused by the teacher's functionality, lack of self-identification, the disappearance of subjectivity from the field professional representations. Thus, in a crisis, the manifestations of the unique self-image and self-confidence that are characteristic of the perception of the pre-crisis professional situation are lost.

2. Amini-questionnaire, in which the participants had to mark themselves on three scales. These questions assumed subjective scaling and were processed as follows:

0-49% of 100% were the respondents who described their self-perception as "not realized and not successful";

51-100% were the respondents who described their self-perception as "realized and successful".

These subjective sensations allowed us to identify 4 groups of participants:

²⁰ I. S. Krutko and O. S. Chalikova, "The phenomenon of risk in the professional work of a psychologist", *Pedagogical Education in Russia* num 4 (2006): 168-173.

Being realized as a teacher noyes	1 realized / unsuccessful (27.4%)	2 realized/ successful (30.6%)
	3 not realized / unsuccessful (19.4%)	4 not realized/ successful (22.6%)
	no	yes
	Subjective personal success in life	

In addition, the authors of the paper were interested in a direct indication of the subjective sense of the presence / absence of a professional crisis among teachers and its expression. To this end, the "0 ---- 100" scale was introduced. The scale predictably was of little effect on the distribution of the two extreme Groups – Group 2 and 3. Besides, the mini-questionnaire demanded an answer to the open question "Why?". It is interesting to study each group. For example, group No. 4, while stating success in life, but not being realized in the teaching profession, absolutely does not show a crisis, but points to the activation of compensatory mechanisms. Self-realization occurs in other spheres of life while the presence of a person in the profession is necessary for some secondary purposes. However, the teacher is either not ready, or sees no need (generalized answers to an open question) to develop, participate, and invest in this direction. To investigate Group 1 is also of interest, but this task is to be fulfilled in future.

The results of the mini-questionnaire showed that according to the first two criteria the participants were relatively evenly distributed: "Realized and successful" - 30.6%; and "Not realized and unsuccessful" - 19.4%, while the self-awareness of the crisis among all respondents was at the level of "55-99". In the group "Realized and successful," there were teachers with a pronounced sense of crisis but the majority showed an absence / insignificant manifestation of the self-awareness of the crisis. Those who were "Realized and successful" with a self-awareness of the crisis were deliberately excluded from the group for the purity of the experiment.

Thus, in the context of the issue in question, Group 3 was defined and analyzed. The group demonstrated an expressed systemic professional crisis. Its self-perception was defined as "not realized in the profession and not successful in life" (this group is hereinafter referred to as "I-"). It was these testees who were involved in the further study, while the control group was that group of teachers who demonstrated a relative non-expressiveness of the sense of a systemic professional crisis (estimates up to 49%) or described its self-perceptions as "Successful and realized" (hereinafter referred to as "I+").

3. In the description of the self-perception of the teachers of the two study groups, only those data that were significantly different were included (Student's t-test was used, the differences being true at significance level $p < 0.01$).

1. The results of studying the teacher's self-image with the help of the test of twenty statements by M. Kuhn, T. McPartland. Teachers of the "I-" and "I +" groups described without sticking to a rigid format what they think about themselves. Using the method of content analysis to process the received self-descriptions, the authors of the present paper obtained the following results (Figure 1, Figure 2).

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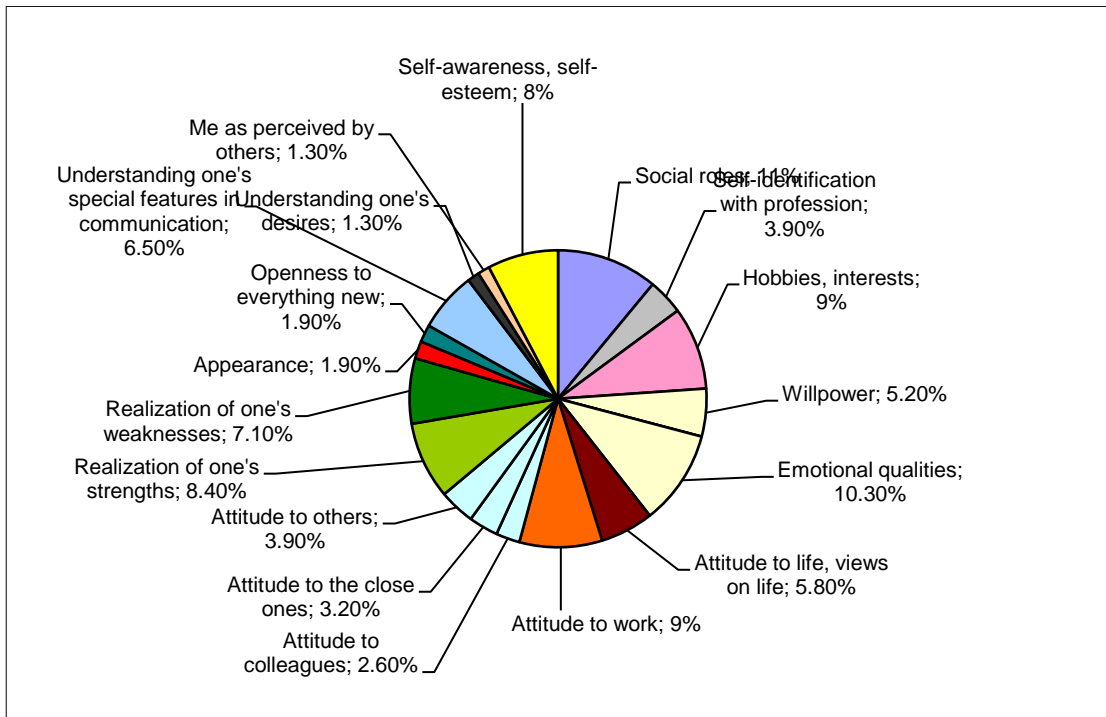


Figure1
Self-descriptions of the I+ group

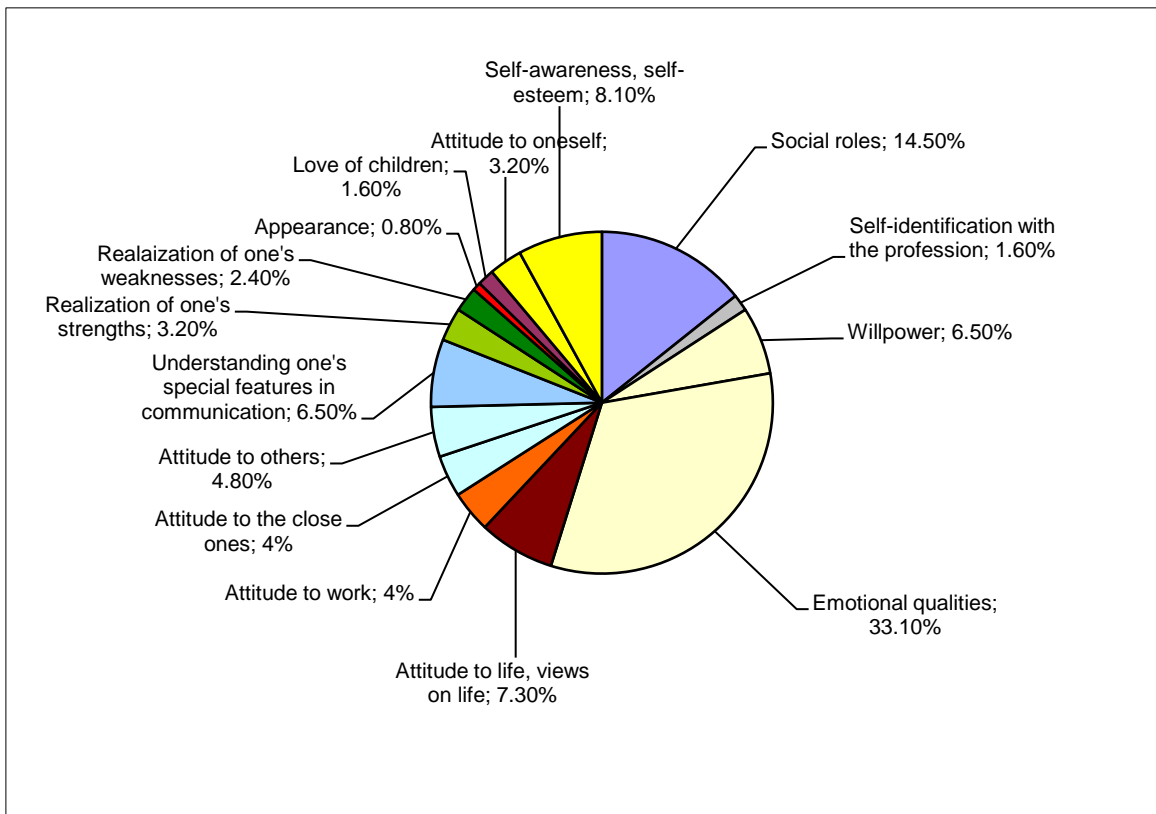


Figure 2
Self-descriptions of the I- group

In the “I+” group, the presence in the self-image description of such indicators as “attitude to work” is twice as high (9% of the total number of indicators) as compared to that of the “I–” group (4%). Moreover, the statements of this category differ not only quantitatively, but also qualitatively. Teachers of “I-” have difficulties in planning work activity and in their own mobility: “I strive to fulfill my duties, but things don’t always work out”; “Getting started takes time with me.” Only a third of the responses of this group of teachers indicate a positive attitude towards work. “I+” group members focus on their performance, on a satisfactory result of work and on the desire to plan their activities. The following statements are typical for this group of teachers: “I like to work well and achieve good results”, “I am a person with a high degree of working capacity”, “I fulfill everything that I have planned”, “I am satisfied with a job well done”, “I take up many things right away, but I try to finish everything.”

The “I+” group members try to apply themselves in other business fields (“openness to new experience” category). They use statements about a benevolent and respectful attitude towards colleagues and their awareness of their own strengths and weaknesses is more pronounced than that of less successful teachers.

The presence of interests and hobbies lying outside the professional field is fixed only in the “I+” group. It can be assumed that, in comparison with the “I-” teachers, the “I+” group members have more versatile interests and are not “fixated” only on professional activity, which is also shown by the equilibrium between the segments of the diagram in Figure 3, in comparison with Figure 4.

The fact that “I-” teachers devoted a third of all statements to describing their emotional qualities, can signify their greater focus on themselves than on other aspects of life.

Thus, a comparative study of the self-image of the “I+” and “I–” teachers has made it possible to establish:

- Teachers of “I–” group tend to describe themselves through emotional characteristics and the formal enumeration of the social roles that are being performed.
- Teachers of “I+” group are more inclined to planning and getting satisfaction from work; they are open to new experience; they are more likely to identify themselves with the profession; differentiate their strengths and weaknesses in more detail and have hobbies and interests lying beyond the profession.

The presented drawings show that the teachers of “I+” group differ from “I-” in that they have more answers in self-descriptions related to professional identification (“I am a university teacher, a teacher, an educator”). Besides, they are characterized by a greater awareness of their own strengths, rather than weaknesses, i.e. they are less prone to self-criticism. Teachers with a low awareness of self-development demonstrate an opposite trend.

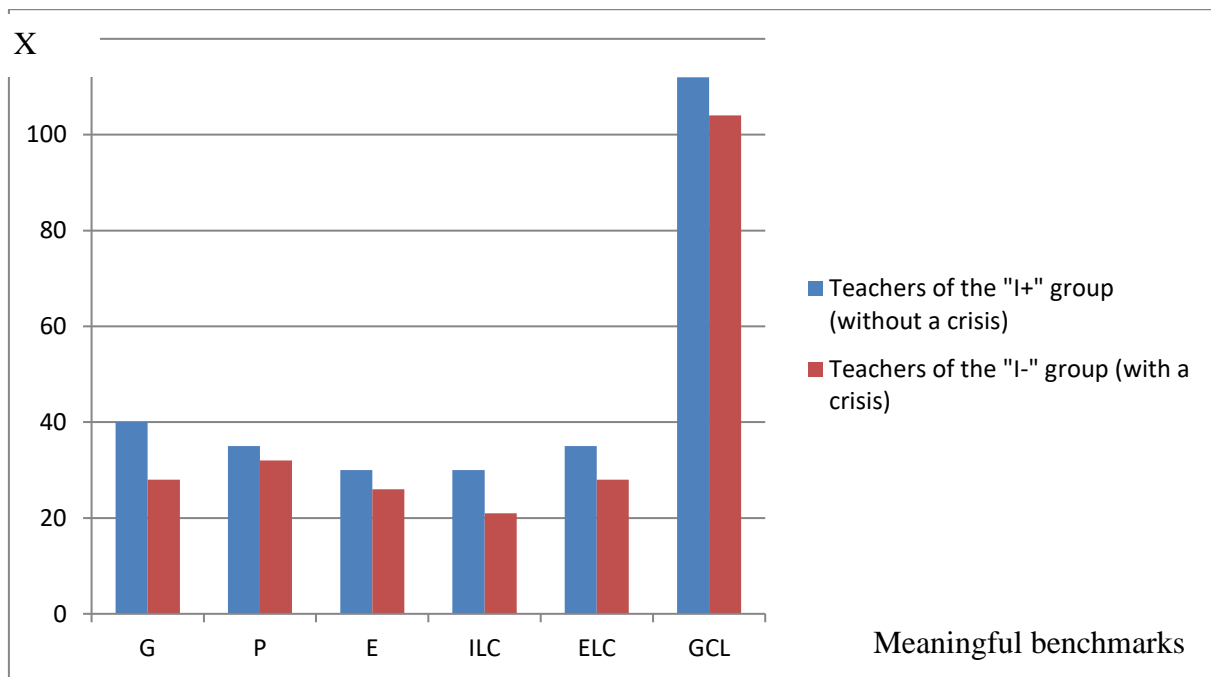
Teachers of “I–” group are practically not aware of their value (“I do not like myself, I do not what I am worth of”), they have little interest in their own work (“Whatever you do is of little use and I have already lost interest in this”, “The results don’t come up to what has been planned”, “One has to be absolutely sure before doing something”). Another interesting fact is: teachers of the “I–” group, describing themselves, do not mention their hobbies outside the scope of work, while teachers of “I+” group show the opposite tendency. At the

same time, the “I–” group has a focus of professional attention outside of the teaching profession. They are looking for opportunities "to earn or get other bonuses."

Thus, the study of the features of the teachers' self-awareness made it possible to state:

- the lower the indicator of success / realization of the teacher, the more obscure is the image of the perception of the professional crisis (the image is "not attached" to the self-image, it is depersonalized and vague, not identified with the self;
- teachers of “I+”group show a greater identification with the profession, awareness of one's own worth, greater interest in the work and the presence of hobbies and interests that lie outside the professional domain.

2. The results of the study of the features of crisis perception by teachers' according to MB(meaningful benchmarks) method. Awareness of the ability to take responsibility for one's own professional development is viewed as one of the indicators of crisis subjectivity, i.e. the ability to be the creator of one's life and control one's life and professional history. Teachers of the “I–” group who are in a situation of a systemic professional crisis have low values of all indicators of meaningful benchmarks (Figure 3).



Note: G –goal in life; P – process of life, E – life’s effectiveness, ILC –internal locus of control, ELC – external locus of control, GCL – general comprehension of life.

Figure 3
Results of comparative analysis of the mean values of indicators of meaning fulbenchmarks of different groups of teachers

To obtain more detailed results,the authors compared two independent groups using the nonparametric Mann-Whitney criterion (U-test) (Table 1). Results of comparative analysis of the mean values of indicators of meaning fulbenchmarks of different groups of teachers:

Meaningful benchmark parameters	U-statistics (acc. toMann, Whitney)
Goal in life	838.50
Process of life	1300.50
Life's effectiveness	1030.00
Internal locus of control	832.50
External locus of control	1020.50
General comprehension of life	1331.00

Comparative analysis has shown that at the level of $p \leq 0.05$ there are differences in the following scales of meaningful benchmarks test: Goal in life, Life's effectiveness or satisfaction with self-realization, Internal locus of control(I am in control of my life),and External locus of control. For teachers experiencing a systemic professional crisis, lower rates are characteristic for the listed parameters.

Decrease of values on the scale "Goals in life" indicates that in the situation of the systemic professional crisis, it is typical for the teacher to live in the present, not planning the future, because it is unclear, and the professional perspective is obscure. Indicators on the scale of "Life's effectiveness or satisfaction with self-realization" show that mostly teachers are not satisfied with their past. Probably, this is due to the fact that in the situation of the crisis, teachers need to revise their own achievements, reflecting experience and capabilities. The results on the scale of "Internal locus of control(I am in control of my life)" show that in a situation of professional crisis, teachers are more likely not to trust themselves and are unable to control the events of one's own life. On the "External locus of control scale a statistically significant reduction in the level of indicators was obtained as well. Consequently, teachers are more likely to believe that human life is beyond conscious control, that freedom of choice is illusory, and it is pointless to plan anything. It is interesting that the general level of comprehension of life and its emotional saturation ("Process of life" scale) do not show statistically significant differences. Life in general is perceived by teachers as sufficiently satisfying their expectations, which is consistent with previous studies²¹.

3. The results of the study of the image of life and professional history of teachers with an expressed and non-expressed sense of a systemic professional crisis from the "I+" and "I-" groups were obtained with the help of a modified version of "Psychological autobiography"method.

The paper considers the image of the professional and life history in general as a subjective indicator of the individual's self-perception as well as perception of oneself in the profession.

Hence, the task of this stage of the study was to compare the self-perceptions of the "I+" and "I-" groups.

The results obtained with the help of "Psychological autobiography "method are presented below.

²¹ N. O. Sadovnikova, "Professional teacher crisis: content and basic features", Scientific dialogue num 11 (59) (2016): 400-411.

	Total number / value of events	Number / value of past events	Number / value of future events	Number / value of joyful events	Number / value of upsetting events
Normative indicators	11.36+0.36	6.84+0.36	4.52+0.41	8.68+0.41	2.68+0.20
<i>Teachers from "I+" group</i>	9.14/34.7	6/23.6	3.14/11.1	8.72/34	0.43/0.7
<i>Teachers from "I-" group</i>	5.67/25.8	3.5/15.7	2.17/10.2	5.67/25.9	0/0

Table1
Number / value of events indicators

	Average time of anticipation	Average time of retrospection
Normative indicators	4.60+0.78	8.88+1.05
<i>Teachers from "I+" group</i>	1.3	13.2
<i>Teachers from "I-" group</i>	0.45	2.9

Table2
Average time of anticipation and retrospection

	Number of important events	Number of events of medium impact	Number of events of low importance
Normative indicators	7.93+0.41	1.36+0.15	1.32+0.20
<i>Teachers from "I+" group</i>	5.57	2.29	1.29
<i>Teachers from "I-" group</i>	5.33	0.33	0

Table3
Indicators of the number of events differing in the force of impact

	Important events	Events of medium impact	Events of low importance
Normative indicators	7.93+0.41	1.36+0.15	1.32+0.20
<i>Teachers from "I+" group</i>	10.6	2.2	2.1
<i>Teachers from "I-" group</i>	7.9	1	0.71

Table 4
Number of events differing in significance

The values in Table 1 and 2 show that in the description of their life-course "I+" teachers mentioned significantly more high-value events both in the time perspective (past events) and modality (joyful and sad events) as compared with the "I-" teachers. This testifies to the high overall productivity "I+" teachers whose life is characterized by the richness of psychological time, i.e. the abundance of images of the past and the future and facility of their actualization.

It is noteworthy that both groups of teachers demonstrate a significant prevalence of the number and value of past events over the future. This can be explained by the fact that the teaching activity is related to the transfer of accumulated knowledge, and, consequently, to the need to rely on one's life and professional experience.

When comparing the average time of retrospection, i.e. temporal remoteness of events in the past, it is clear that for "I+" teachers it is more typical to rely on past experience,

they are less psychologically young than “I-” teachers. The data of the correlation analysis show that there is a significant positive relationship between the success of professional activity and the average time of retrospection of events ($p < 0.01$). We can assume that the richer the life and professional experience, the more successful the teacher will be and the fewer crisis events will occur.

The results of the comparison of the “I+” and “I-” teachers in the content of the events which mentioned in the description of their life are shown in Figure 4.

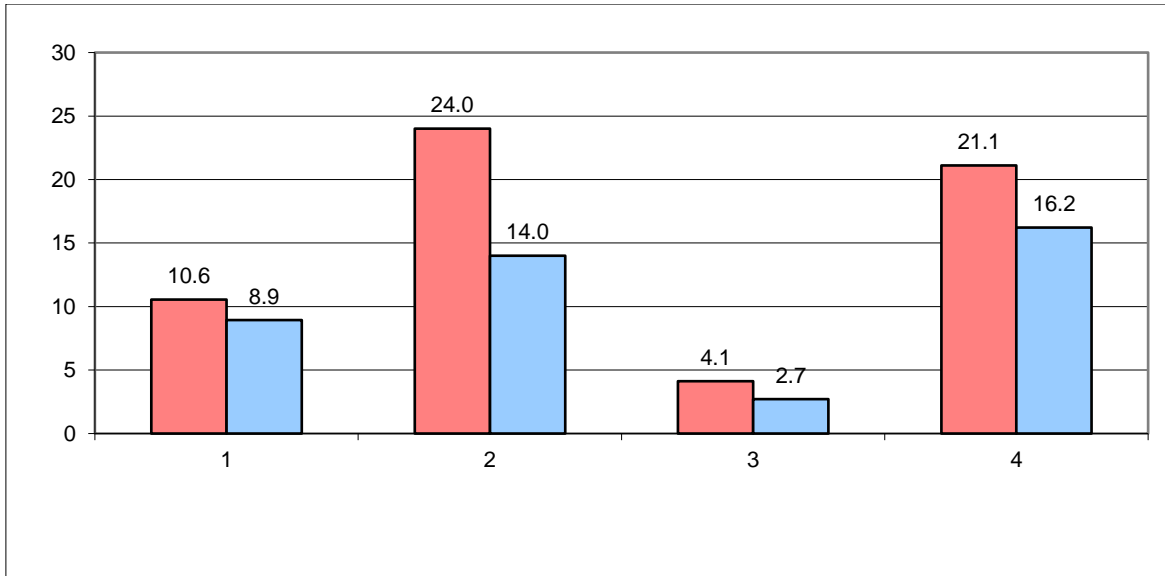


Figure 4

Value of events according to their types in “I+” (left) and “I-” (right) groups of teachers
 Types of events: 1 – biological; 2 – personal-psychological;
 3 – changes in physical environment; 4 – changes in social environment.

Events related to changes in the social environment rank first for “I-” teachers, compared to other types of events, in contrast to the “I+” group. For the latter, the significance of events of a personality-psychological type is much higher in comparison with “I-” teachers, which indicates their greater attention to themselves. Events of the biological type associated mainly with the birth of children are equally important for both groups.

The representation in the description of life of events from various domains is shown in Figure 5.

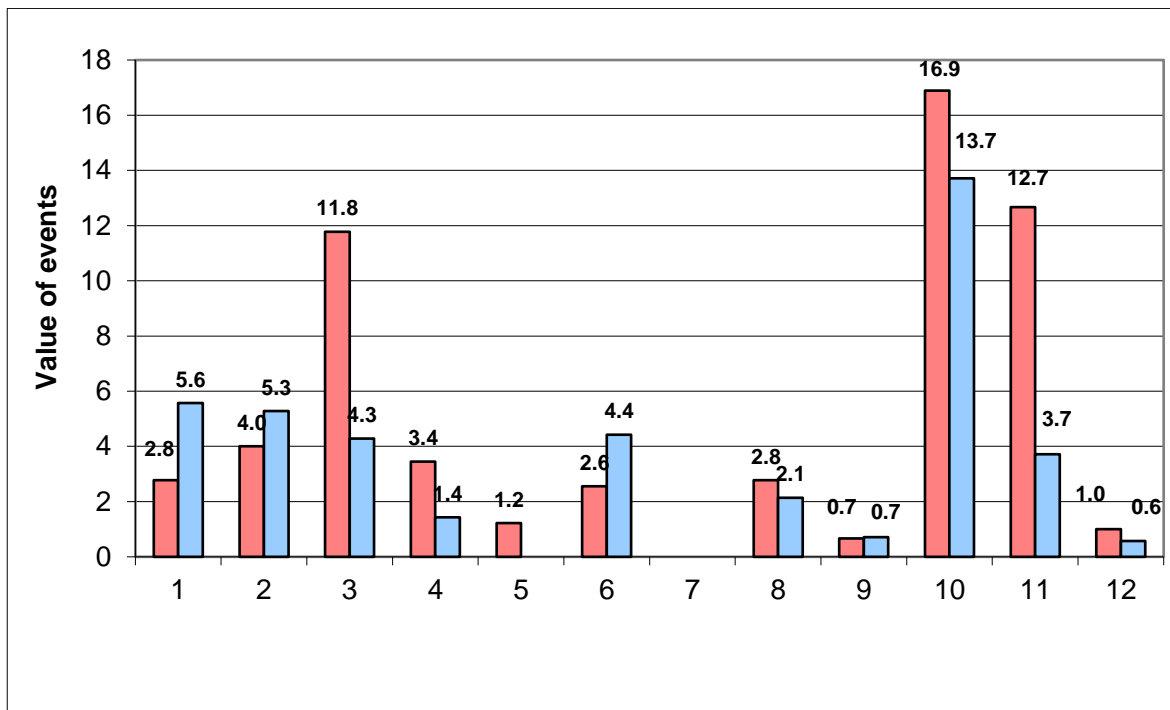


Figure 5

Value of events according to their domains in “I+” (left) and “I-” (right) groups of teachers
 Domains: 1 – parents’ family; 2 – marriage; 3 – children; 4 –place of residence; 5 – health;
 6 – “I”; 7 – society; 8 – interpersonal relationships; 9 – financial status; 10 – education,
 professional development; 11 – work; 12 – nature

It was revealed that the most significant events for both groups of teachers are related to study and professional development. For “I+” teachers work ranks second and children third, whereas for “I-” teachers parents’ family ranks second and marriage third. Work ranks only sixth.

The correlation analysis refines the results, indicating that there is a significant positive relationship between the success of the activity and the events associated with the work ($p < 0.05$), while the relationship between the success of the activity and the events associated with the marriage is negative ($p < 0.05$).

As the tables above show, the number and value indicators of events (total number/value of events, number/value of past, future, joyful and upsetting events) for teachers of different groups are below the normative indicators. This testifies to a general low productivity of actualization of events related to professional activities. Low indicators of the number and value of future events signify that teachers are not generally inclined to plan their professional activities, which manifests itself in a kind of "generalization" of their future professional career.

At the same time, it is noteworthy that “I+” teachers demonstrate a tendency to indicate more future events related to professional activity and a longer anticipation time than the “I-” group. That is, they are more prone to self-forecasting and building their professional prospects. In addition, “I+” teachers are able to assess the events of their professional life more differentially and define their significance more clearly.

Thus, the study of image of the life and professional history of the “I+” and “I-” teachers made it possible to establish the following:

- teaching as a professional activity influences the perception of life, which manifests itself in a significant prevalence of the number and value of past events over the future;
- the perception of teachers as “I-” does not allow to look on near goals as realistic, does not rely on life and professional experience;
- “I+” teachers show overall high productivity of the images of the past and the future, a wide of the range of significant experiences, an ability to differentiate important events more clearly, as well as a tendency to forecast and build their professional perspectives.

4. “The Coping Strategy Indicator”(CSI) test by J. Amirkhan (adapted by N.A. Sirota and V. Yaltonsky), which aims to diagnose the dominant coping strategies, for example, such as solving everyday problems, the ability to avoid complex situations, the search for social support²².

Testing with the help of "Indicator of coping strategies" (CSI) by J. Amirkhan showed the dependence of the expressiveness of the coping strategies indicators on the factor of the level of motivation to the development of innovative forms. In the present paper this dependence was studied in the one-factor ANOVA variance analysis. As the dependent variable, the expressiveness indicator of the coping behavior was used, which is the result of summing the numerical values obtained from the basic scales of the CSI test. For these parameters, two groups were compared in the ANOVA analysis.

The table value for $p = 0.05$, obtained as a result of the one-factor variance, is 3.74 for both groups. At the same time, the analysis revealed the influence of teacher success factor in professional activity on the expressiveness of coping behavior: the average values of the total indicators of basic coping strategies among teachers differ significantly between groups. The results of the CSI methodology revealed (Figure 6) that the “I+” teachers have a problem-solving strategy in 43.3% of all strategies; 31.1% of respondents in this group use the strategy for social support search, while only 26.5% have an avoidance strategy.

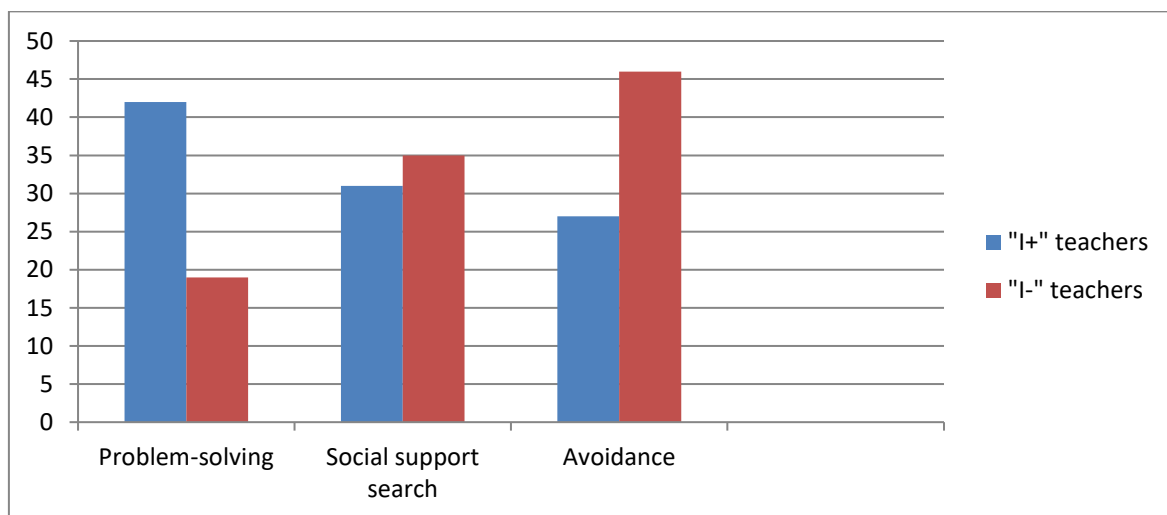


Figure 6
Mean values of coping strategy indicators in “I+” and “I-” groups of teachers

²² A.S. Avedisova, “Copying and mechanisms for its implementation (analytical review)”, Russian Psychiatric Journal num 4 (2002): 59-63.

The opposite situation is observed in the "I-" group: the active strategy of social support search is the most pronounced - 34.6% of the overall structure of the basic strategies of coping behavior. Social support search implies the search for social ties after unsuccessful attempts to solve the problem independently. The next most pronounced strategy is avoidance strategy - 45.1%, while the lowest value (20.3%) was observed in the "problem-solving" strategy (Fig. 6). It can be noted that "I+" teachers used a problem-solving strategy often enough, which indicates their active position in overcoming stressful and challenging situations.

Pedagogical practice shows that teachers of the "I+" group have an active social and professional position, demonstrating an ability to identify a problem zone and find alternative solutions. At the same time, using the coping strategy of positive reassessment allows this group of teachers to reconsider problem situations, find various options for resolving them, while increasing self-esteem and promoting personal and professional growth. The active coping strategy of teachers of the "I-" group is avoidance and search for social support. There is often a line of confrontation in this group, an unwillingness to understand the situation, and closedness, which is a variant of non-adaptive coping strategies.

Conclusion

1. The category of the systemic professional crisis of teachers in psychology can be described as a reaction to the contradiction between the old value-semantic and content characteristics, tools and patterns of teaching and the new functions and meanings of modern education that make it impossible to implement the professional program of an individual in the profession. This phenomenon can be described through the concepts of "experience", "self-perception", "situation of impossibility", etc. It is a state characterized by a loss of the purpose of the activity performed, the actualization of the need for self-determination, etc.

The study of socio-psychological characteristics of the systemic professional crisis of teachers, the identification of the mechanisms of its perception can be helpful for the creation of technologies for psychological support of the teacher in the process of professional development.

2. An empirical study of the socio-psychological characteristics of the perception of the systemic professional crisis made it possible to establish qualitative and quantitative differences among higher school teachers. In most cases, a pronounced sense of crisis is associated with the combined sensations of being unrealized in the profession and a general failure in life.

Teachers of the "I-" group with a sense of a systemic professional crisis and a feeling of being unsuccessful / unrealized have the socio-psychological preconditions for the formation of such a negative self-perception. They possess the following features: reduced interest in the work, non-identification of teaching as the "cause" of one's life, difficulties in planning work, problems with mobility, low awareness of their own strengths and weaknesses, low Internal locus of control, absence of versatile interests, "fixation" only on professional activities.

It is characteristic for teachers of the "I-" group that 40% of their descriptions are the descriptions of emotional qualities and willpower, which indicates their greater focus on themselves than on other aspects of their lives. They have long been in a situation of search

and uncertainty and are not sure of the ability to control life in accordance with their aspirations and goals. They have overall differentiated and generally low productivity of images of the past and the future, with infrequent vivid inclusions of success situations.

The different level of the perception of crisis, success and self-realization of teachers determines the choice of coping strategies. Thus, problem-solving strategy dominates among the teachers of the "I+" group. This strategy implies re-evaluation of the situation, search for a solution, motivation for new activity, self-control, as well as being proactive and assertive. For teachers of the "I-" group, it is characteristic to use avoidance strategies, as well as search for social support.

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