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The social and psychological adaptation of a pedagogue to global world changes in conditions of long-term stress

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Abstract. Global transformations (biological, ecological, social, economic, technical, cultural, etc.) take place very clearly in the modern world. All this determines the relevance of solving the problem of development of socio-psychological adaptation of modern person, in particular, teachers to the new conditions of existence. The purpose of the presented article was to highlight the results of research of peculiarities of socio-psychological adaptation of Ukrainian pedagogical workers in conditions of long-term stress. The study used such methods of empirical data analysis as questionnaires, psychodiagnostic testing, content analysis of percentage and average indicators. The article presents an analysis and generalisation of the results of empirical research of the state of socio-psychological adaptability of Ukrainian pedagogical workers to global changes in conditions of long-term stress (Covid-19 pandemic, war). The study showed that modern pedagogues demonstrate an insufficient level of adaptability to global changes: only 22% of teachers are well adapted to modern conditions and are ready to teach the worldview material to pupils, and 27.5% of teachers have features of intense psychological disadaptation and need of psychological support and psychological assistance for their professional activities. The study showed, that modern teachers are quite morally normative and communicatively competent, but their behavioral self-regulation is developed not sufficiently. The author distinguished the peculiarities of the manifestation of the adaptive potential of the personality of modern teachers of different age categories. Pedagogues aged 25-39 years, comparing to young (19-24 years) and more experienced teachers (40-66 years), are the most adaptive part of the pedagogical community. The indicator of their adaptive potential exceeds similar indicators of teachers of other age categories significantly due to the ability for behavioral self-regulation, which is more developed. Pedagogues aged 40-66 years demonstrate high moral normativity most of all. Social and psychological adaptation is quite difficult for young teachers aged 19-24, because this age category is the most vulnerable in terms of behavioral self-regulation. The practical significance of the research is that determining the peculiarities of the socio-psychological adaptation of teachers to modern conditions made it possible to determine the directions of psychological support for professional and pedagogical activities in educational institutions, aimed at the development of adaptive abilities, mental stability and behavioral self-regulation of the teachers

Keywords: global transformations in society; pedagogical workers; psychological adaptability of the personality; behavioral regulation; communicative competence; moral normativity

Introduction

The problem of development of pedagogue's adaptive abilities in the new conditions of professional activity is one of the most relevant among the problems of successful teacher's professionalisation. The pedagogue should provide his or her pupils with worldview knowledge, promote their constructive social and

psychological adaptation to global world transformations, as he or she is responsible for the personal development of future generations. The most important tool of professional and pedagogical activity is the teacher's personality itself, which enables him or her to transmit certain attitudes to pupils on a subconscious and

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emotional level. This requires a high level of social and psychological adaptability to global changes from the teacher. In this regard, modern pedagogues are faced with the task of an adequate picture of the world creation and developing the socio-psychological adaptability in the context of new world realities.

The socio-psychological and professional adaptation of teacher, as an essential component of his or her professionalisation, is the subject of research of many Ukrainian and foreign researchers. The problem of teacher's adaptive capabilities development is studied in the work of D. Astanova (2022). The researcher studied the teacher's ability to psychological adaptation, which was understood as the ability to adapt to the teaching processes, to perceive changes in education constructively, and to play the role of a leader in the team. The scientist noted that the development of a teacher's adaptive abilities is primarily caused with his or her responsibility, i.e. a high level of self-consciousness. However, the author did not mention the psychological mechanisms of long-term stress overcoming and the adaptation to war conditions. The author A. Rizquha (2023) identifies social (interpersonal) abilities as an adaptive psychological mechanism, which are also conditioned with the teacher's self-consciousness and contribute to the development of leadership skills. Other Western researchers argue that most teachers are ready to adapt to innovations through active self-learning and professional competence development (Nguyen & Duong, 2022). However, it should be noted that the studies mentioned above do not highlight the age-specific peculiarities of pedagogues' psychological adaptation to long-term stress.

The social and psychological adaptation of teachers is characterised with a number of specific peculiarities due to the particularity of pedagogical activity. Mental regulation of pedagogical activity is a complex act that presupposes not only professional knowledge and skills, but also the formation of a set of qualities of a teacher that meet the requirements of the pedagogical profession. Professional adaptation of a teacher has a number of significant features and depends on many conditions: social, psychological, professional and personal, as noted by N. Shakun & N. Yaremenko (2023). Professional adaptation of a teacher is a process of active interaction of the personality and social environment. The purpose of such interaction is to achieve relationships that ensure the greatest degree of pedagogical activity effectiveness, constructive development of the school community and personal satisfaction of the teacher with his or her own professional realisation. The degree of correspondence of the pedagogue's professional orientation to the content of pedagogical activity is an indicator that determines the peculiarities of the dynamics of the young teacher's adaptation process. In the era of global change, the requirements for teacher's activities change constantly. Therefore,

modern teachers differ with the inconsistency between personal qualities formed in the process of adaptation to previous professional activities, and changed professional requirements, which causes psychological disadaptation. Overcoming this or that form of disadaptation is aimed at eliminating the reasons that cause it. N. Shakun, & Yaremenko

The psychological adaptation of Ukrainian pedagogues to global changes and, in particular, to the conditions of war is determined with the ability of the psyche to adapt to new conditions of existence, which contributes to the achievement of balance between person and the environment. The focus of interests and the formation of ideas about real and desired pedagogical activities are significant factors of teachers' professional adaptation. Stressful events, situations of prolonged danger to life (in particular, in war conditions), have a significant impact on the emotional area, which reduces the teacher's adaptive capacity significantly and creates prerequisites for disadaptive behaviour. Indicators of psychological disadaptation include confusion, fear, depression, etc. The state of psychological disadaptation means disharmony between the real world and the teacher's perception of it, which leads to the inability of control and self-correction of one's own behaviour and relationships with pupils.

According to current research, modern emotional tension causes professional burnout of teachers, which affects the quality of their pedagogical activities negatively. The influence of individual qualities on the state of psychological adaptation of a pedagogue is studied by many scientists. Thus, researches show that the factors of learned helplessness of modern pedagogues include depression and lack of subjective control over events in their educational and professional activities (Bohonkova *et al.*, 2023). Thus, teacher's depression and externalisation are the factors that obstruct the social and psychological adaptation of pedagogues. All this indicates an insufficient level of adaptation of Ukrainian teachers to difficult living conditions.

Thus, the pedagogue's psychological adaptation to global changes in the conditions of war is determined by the ability of the psyche to adapt to new conditions of existence, which contributes to the achievement of balance between person and the environment. The psychological adaptability of a teacher is manifested in mental stability, self-control, tolerance to uncertainty, a high level of professional competence, and responsibility. Basing on the information mentioned above, the purpose of the article was to present the results of an empirical research of the peculiarities of social and psychological adaptability of Ukrainian pedagogical workers of different age categories in the context of global world changes.

Materials and Methods

In the first half of 2023, an empirical research of the peculiarities of the social and psychological adaptability

of pedagogical workers of different age categories who have been under prolonged stress for three years (first, the Covid-19 pandemic, then the year of full-scale war in Ukraine) was conducted. The study was conducted on three stages. The first stage consisted of psychodiagnostic data collection through individual testing and questionnaires (March-April, 2023); the second stage included the processing of empirical data (May-early June, 2023); the third stage included a meeting with the respondents who participated in the study (June, 2023), as well as the publication of generalised results and psychological counselling for teachers (optional).

The study procedure consisted of psychodiagnostic testing of respondents using the "Adaptability" methodics, which was revised by I. Prykhodko *et al.* (2017), which made it possible to measure the adaptive potential of a personality according to the criteria of "Behavioural regulation", "Moral normativity" and "Communicative competence". The study also used 2 questions from the author's questionnaire "Attitude towards Global World Changes" (Paulyk, 2024), which helped to determine the degree of not only social and psychological, but also professional adaptability of the pedagogue to world changes. The following indicators were studied using the questions of the questionnaire "Attitude towards Global World Changes":

1. Self-assessment of one's own adaptability ("Access to what extent you consider yourself as adapted one to global changes". 1 – not ready for changes at all...; 10 – fully adapted for changes).

2. Readiness to teach the worldview material ("Access how ready you are to talk to pupils about world changes: to present this information, to answer the complex questions". 1 – not ready to teach at all ...; 10 – completely ready to teach).

The following norms of self-assessment of the sense of adaptability and readiness to teach the worldview material were determined: 1-3 – low level, 4-7 –medium level, 8-10 – high level. The analysis and interpretation of the results of psychodiagnostics were based on the calculation of percentage and average statistical indicators according to the methodics mentioned above. The percentage distribution of indicators was determined with proportionally calculation of the percentage of respondents (the number of people with a certain level of the specified quality) within the general population, as

well as within three samples of pedagogues according to the age criterion:

$$x(\%) = \frac{a \times 100\%}{n}, \tag{1}$$

where n is the total number of respondents; a is the number of respondents within one level.

The study involved 95 pedagogues aged 19-66. Among them there were 46 young teachers aged 14-24 (graduates of the "Kremenchuk A.S. Makarenko Humanitarian and Technological Academy" College), 26 teachers aged 25-39 from Kremenchuk, and 23 experienced teachers of the educational institution No. 816 "Lileia" of Kyiv aged 40-66. The study was conducted individually. The ethical standards registered in the Declaration of Helsinki (Declaration of Helsinki, 2013) were followed during the research. In particular, the participation of teachers in the testing was based on the principle of voluntariness. For ethical reasons, the results of individual testing were not disclosed. Only generalised, statistically processed data were highlighted in the publications. Upon request, pedagogues had the opportunity to receive information about the results of their own testing and individual psychological counselling. It was the opportunity to receive a free consultation from a highly qualified psychologist that proved to be an important stimulus for pedagogues to participate in the study. The results were analysed through comparing percentage and average indicators in three age groups of pedagogues: 19-24 years old, 25-39 years old and 40-66 years old.

Results and Discussion

The study of self-assessment of their sense of adaptability to global changes in the context of war showed that one third of the total number of pedagogues (34.8%) consider themselves as well adapted ones, about half of the respondents (52.2%) consider themselves as partially adapted ones, and 13.1% of respondents feel disadaptation in modern conditions, in particular in war, and need psychological help. Thus, the percentage of teachers who feel fully adapted is 2.5 times higher than those who feel disadaptation in the current conditions of war. The percentage distribution of pedagogical workers of different age categories according to the level of self-assessment of their sense of adaptability is shown on the Figure 1.

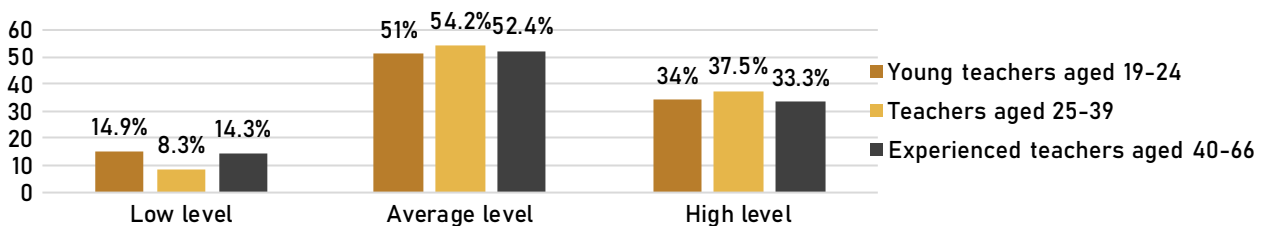


Figure 1. Percentage distribution of pedagogical workers of different age categories by the level of self-assessment of their own adaptability to global changes

Source: created by the author

The diagram shows that the majority of pedagogues of all age categories has an average level of adaptability. It is noteworthy that the sample of teachers aged 25-39 stands out from all three samples in terms of adaptability, as they demonstrate higher rates of high and medium levels with lower rates of low levels of sense of personal adaptability. Therefore, it can be concluded that teachers aged 25-39 are more flexible and adaptable than young and experienced pedagogues. An adapted teacher has a constructive picture of the world based on a system of spiritual and moral values, which allows them to respond to unexpected social situations calmly and to find the adequate solutions to problems and to teach the complex material with worldview content to pupils.

It is worth noting that not all teachers who feel adapted to modern conditions are ready to talk about global changes with pupils and to answer the difficult questions. Also, when asked to assess their own readiness to teach the complex worldview material about

global world changes to pupils, there were repeated cases when teachers noted that they felt partially adapted, but were ready to tell pupils about world changes. For example, 42.4% of pedagogues said they were ready to teach worldview material, although only 34.8% of teachers feel they are adapted to global changes. This fact may indicate either weak self-reflection or hyper-responsibility of the pedagogue.

15.21% of teachers feel unprepared to talk to pupils about global changes, globalisation, and the causes of the war in the country. At least, these people reflect on their psychological state and admit honestly that they are unable to teach what they were not taught in vocational institutions. The percentage distribution of pedagogues according to the criterion of their readiness to teach the material about global world changes to pupils, to talk to them about the causes of war, relevant problems, and to answer the difficult questions is shown on the Figure 2.

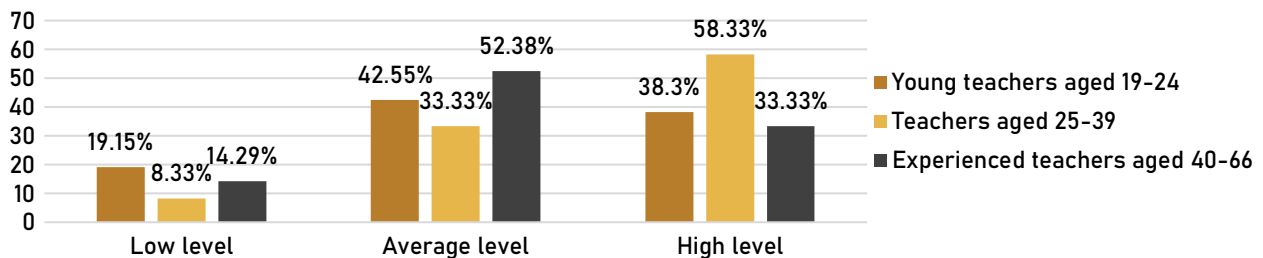


Figure 2. Percentage distribution of pedagogues of different age categories according to the criterion of readiness to teach the worldview material to pupils

Source: created by the author

Once more, the diagram shows that teachers aged 25-39 are the most adaptive and active category comparing to all other pedagogues. They have significantly higher rates of high readiness to teach the complex worldview material to pupils, while demonstrating the lower rates of low and medium level of readiness. This can be explained as follows: young teachers do not have sufficient life experience yet, so they do not know the answers to many vital questions, which makes them unprepared to teach this material. And the category of pedagogues aged 40+, and especially teachers of respectable age, are well aware that not everything in this world is as clear-cut as it seems. Therefore, their moderateness hinders their readiness

to teach complex issues to children who are not able to understand everything correctly, because they do not have life experience.

As for teachers aged 25-39, they are energetic, active, creative, understand a lot, and have some life and teaching experience that pushes them to active professional activity. To summarise, young teachers aged 25-39 are the most adaptive and creative category in the pedagogical community. This tendency is confirmed with the results of a psychodiagnostic study using the "Adaptability" methodics (Prykhodko *et al.*, 2017). Figure 3 shows that the average indicators of adaptive potential of pedagogues aged 25-39 are significantly higher than those of teachers of other age categories.

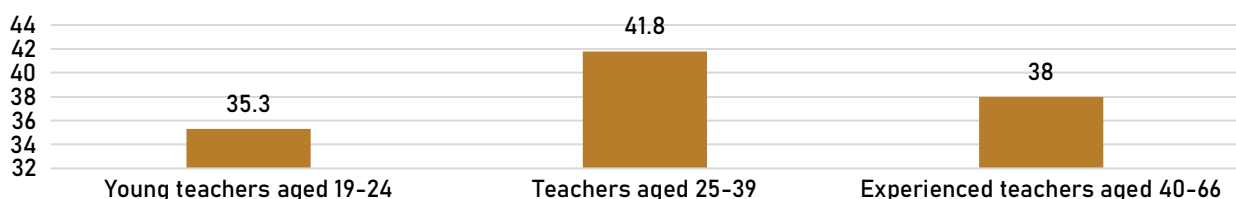


Figure 3. Average indicators of personality adaptive potential of teachers of different age categories

Source: created by the author

It is also worth noting that the adaptive potential of experienced teachers is higher than that of young teachers. Comparing the results of self-assessment of their own adaptability to global changes basing on the answers to the questionnaire and the data of psychodiagnostics using the “Adaptability” methodics, it should be noted that not all pedagogues assess their own adaptability adequately. The answers to the questionnaire showed that 34.8% of teachers consider themselves as well adapted, while the psychodiagnostic indicators of the “Adaptability” methodics indicate that only 22%

of pedagogical workers are well adapted to modern conditions. Also, according to the results of the questionnaire, only 13.1% of pedagogues believe that they have problems related to adaptation. In fact, there are twice as many of them (because according to the results of psychodiagnostics, 27.5% of the surveyed teachers have a low level of psychological adaptability and need psychological support to improve their adaptation to new conditions). The percentage distribution of the levels of adaptive potential of the personality in the general population of pedagogues is shown on the Figure 4.

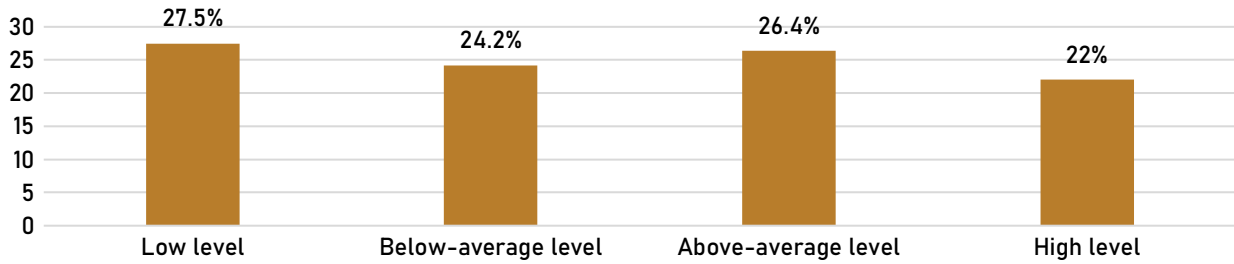


Figure 4. Percentage distribution of the levels of adaptive potential of the personality in the general population of pedagogical workers

Source: created by the author

The diagram shows that all pedagogues are almost equally distributed in terms of their adaptability to modern conditions. However, it should be noted that the percentage of well-adapted teachers (22.0%) is lower than that of disadapted ones (27.5%). This fact is an evidence of the relevance of the problem of

developing programmes of psychological support for professional and pedagogical activities aimed at modern teacher adaptive psychological mechanisms development. The percentage distribution of levels of adaptive potential of pedagogues of different age categories is shown on the Figure 5.

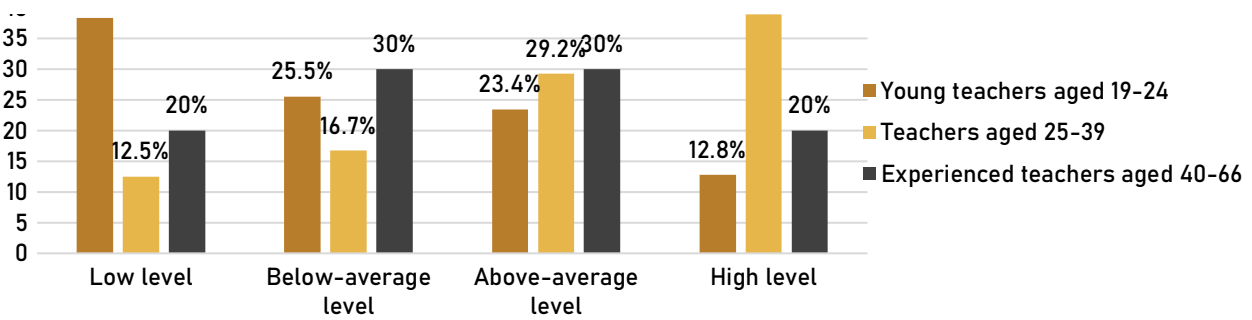


Figure 5. Percentage distribution of the levels of adaptive potential of the personality of pedagogues of different age categories

Source: created by the author

The diagram shows that young teachers aged 19-24 have a low level of adaptability (38.3%), while a high level is observed to a greater extent among teachers aged 25-39 (41.7%). The percentage of respondents with above-average levels of adaptability slightly exceeds the percentage of teachers with below-average levels of adaptive potential, also mainly due to teachers aged 25-39. Figure 6 shows the distribution of average statistical indicators of the development of components of the adaptive potential of pedagogues of different age categories.

Figure 6 shows that teachers aged 25-39 have all the components of the adaptive potential of personality as the most developed ones. Among the components of adaptive potential, teachers of all age categories have communicative competence and moral normativity as the most developed ones. This is not surprising, as pedagogical education is aimed at developing the future teacher’s communicative and moral qualities. The component of behavioural self-regulation is the least developed among teachers of all age categories. This leads to the conclusion that it is

necessary to develop methods of psychological support (psychological exercises, trainings, lectures) aimed at developing teachers' mental stability and behavioural self-regulation. The percentage distribution of levels of behavioural regulation among pedagogues of different age categories is shown on the Figure 7.

It can be seen that young teachers aged 19-24 have the least developed behavioural regulation comparing to other categories of pedagogues. This is evidenced by a significantly higher percentage of young teachers among those with low and below average levels of behavioural regulation.

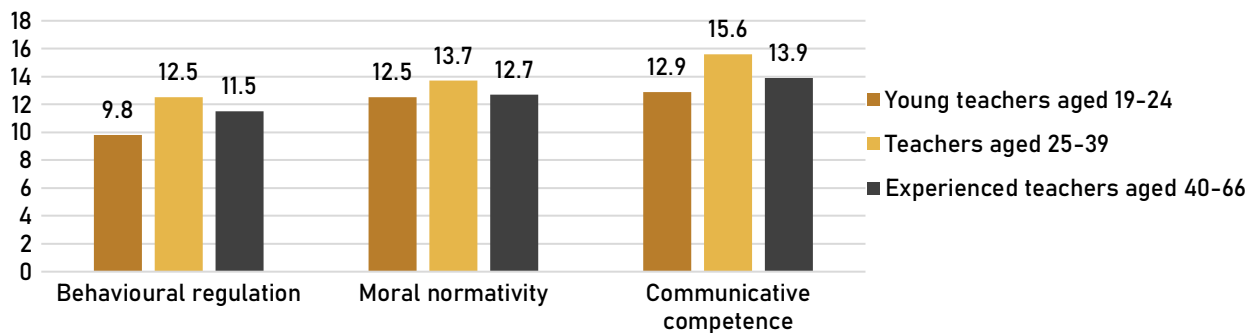


Figure 6. Average statistical indicators of the components of the adaptive potential of pedagogues of different age categories

Source: created by the author

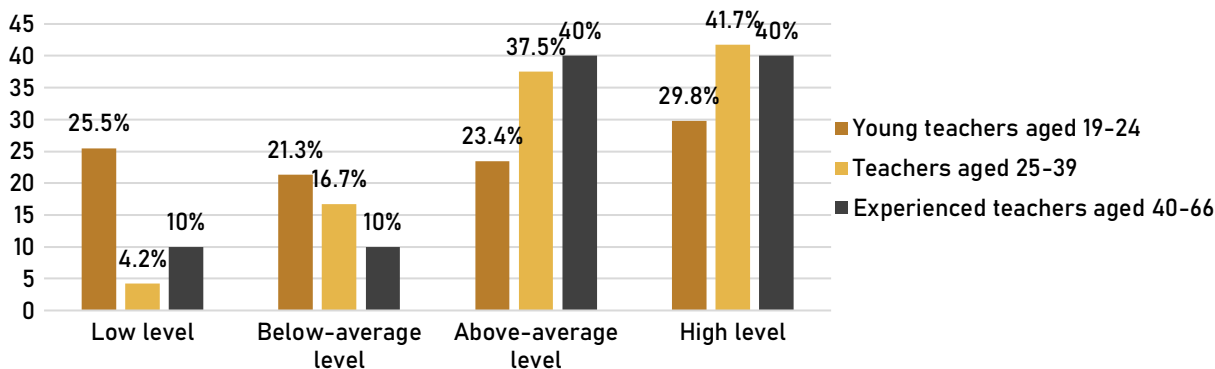


Figure 7. Percentage distribution of levels of personality's behavioural regulation of pedagogues of different age categories

Source: created by the author

Therefore, it can be assumed that the process of pedagogue's professionalisation contributes to the development of mental stability of the personality. Thus, almost 80% of middle-aged and older teachers demonstrate high and above average levels of behavioural self-regulation. Therefore, when developing programmes of psychological support for teachers' professional activities, age-related psychological peculiarities of teacher professional development should be taken into account, namely: at the beginning of their professional development young teachers should pay considerable attention to the process of mental stability gaining through the development of psychological self-regulation of their own behaviour.

The percentage distribution of the levels of moral normativity of pedagogues of different age categories is shown on the Figure 8. As can be seen, modern teachers have rather high moral normativity, mostly demonstrating high and above average levels of its

development. This is understandable, since teacher-training education has always been based on moral education through the acquisition of moral norms, on the understanding that a future teacher should become a model of moral behaviour for pupils.

Once more, pedagogues aged 25-39 demonstrate significantly higher levels of moral normativity than other categories of respondents (66.7% as opposed to 50-53%). The percentage of young teachers who have a level of moral normativity below the average (14.9%) is significantly higher than that of older teachers (4.2-5%). However, the percentage of young teachers with a high level of moral normativity (53.2%) is slightly higher than that one of experienced teachers (50%). Therefore, it can be assumed that young teachers undergo the process of moral formation of their personalities actively: they face problems related to moral dilemmas of problematic situations in their personal and professional lives and seek answers to vital questions actively.

Therefore, psychological support of professional activity is most needed, first of all, by young teachers, and it should be based on consideration of the moral context of complex and social situations. The percentage distribution of the levels of communicative competence

of pedagogues of different age categories is shown on the Figure 9. As can be seen from the diagram, modern teachers are quite communicatively competent (as there are no respondents with a low level of communicative competence).

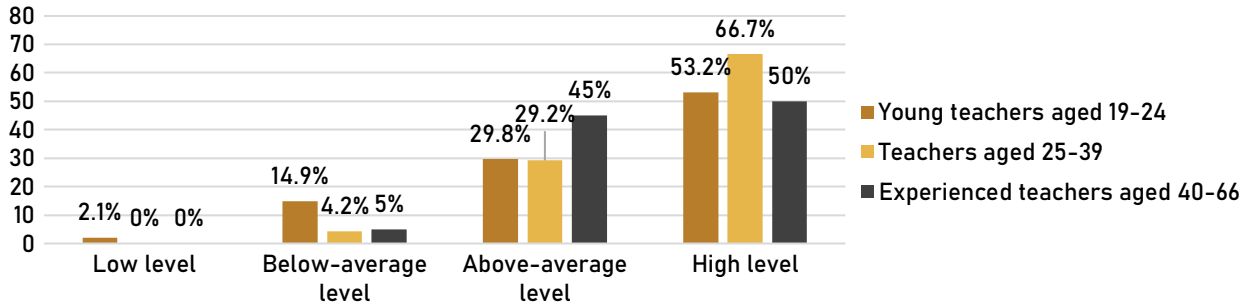


Figure 8. Percentage distribution of levels of moral normativity of teachers of different age categories
Source: created by the author

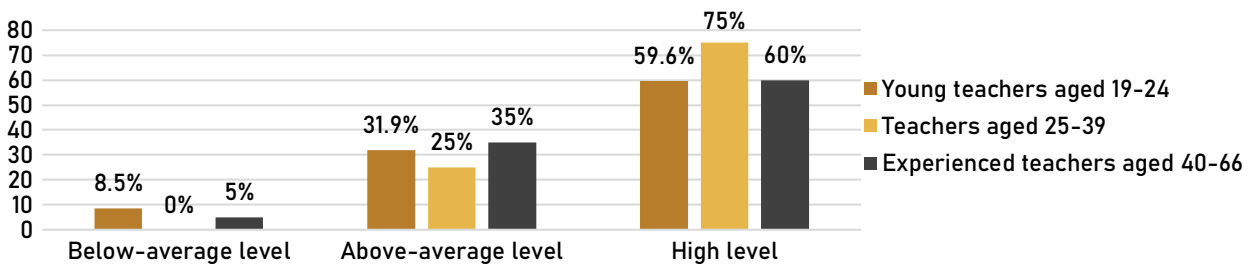


Figure 9. Percentage distribution of communicative competence levels of pedagogues of different age categories
Source: created by the author

Teachers aged 25-39 have the best communication skills, with high (75%) and above average (25%) levels of communicative competence. Young teachers aged 19-24 almost do not differ from experienced teachers in terms of communicative skills. This can be explained by the fact that young teachers are closest to the pupils of the new generation in the linguistic and cultural aspect (they use the same slang, modern concepts, etc.), which allows them to increase the level of communicative understanding and mutual interest in communication significantly. Therefore, communication

trainings in the structure of psychological support of pedagogical activity should be present to a much lesser extent comparing with trainings of moral development and especially with trainings of personality's mental self-regulation development. Next, the peculiarities of the manifestation of suicidal risk of pedagogical workers are considered. The percentage distribution of the level of suicide risk among pedagogues of different age categories shows that the majority of modern Ukrainian pedagogues do not have a significant suicide risk (Fig. 10).

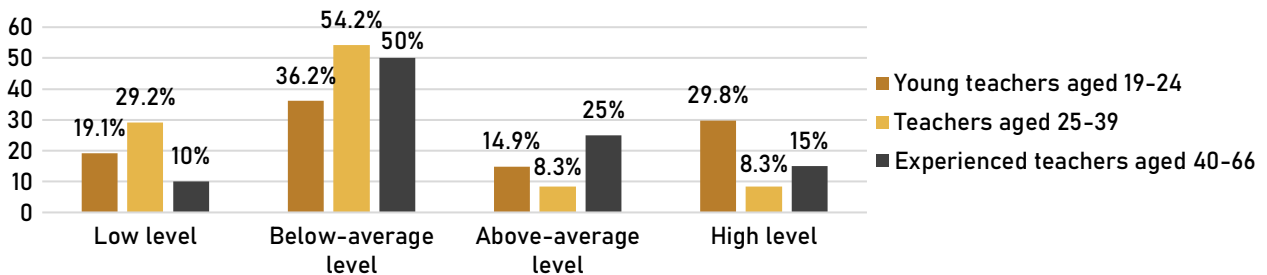


Figure 10. Percentage distribution of the level of suicide risk among pedagogues of different age categories
Source: created by the author

The 29.8% of young teachers aged 19-24 and 15% of experienced teachers who have a high level of suicide risk, are the exception, as well as 14.9% of young and a quarter of experienced teachers who have an above-average level of such risk. Therefore, the practical achievement of the study of the peculiarities of adaptation of Ukrainian pedagogues to global world changes in the context of war is the conclusion that 25-39 years old pedagogues are the most stress-resistant, adaptable, active and creative category. A fairly large proportion of pedagogical workers (more than one third) need psychological support in their professional activities. Young teachers have the biggest difficulties with psychological adaptation.

Psychological support of professional activity is needed, first of all, for young teachers, because at the beginning of their professional development, pedagogues should pay considerable attention to the process of mental stability gaining through the development of psychological self-regulation of their own behaviour. Communication training for pedagogues should be based on consideration of the moral context of difficult social situations. However, such trainings should be present in the structure of psychological support of pedagogical activity to a much lesser extent comparing to trainings on the development of mental self-regulation of the personality.

As a discussion of the results of the study, it should be noted that certain aspects of the factors of psychological adaptation of the modern teacher are confirmed in the research of many Ukrainian and foreign scientists, and slightly overlap with the results of the presented study. For example, the study by I. Vizniuk *et al.* (2021) argues that psychological resilience determines the higher adaptive capacity, which is provided with physiological, social and personal factors. These researchers empirically prove that psychosomatic health is a factor in a person's social adaptation in a postmodern society. Psychosomatic factors of personal adaptation include endurance, energy, and positive mood. The neuropsychological stability of the personality is the leading mechanism of adaptation, which determines the teacher's endurance and his or her ability to professional and personal development (Maruta, 2020; Arslan *et al.*, 2021). The ability to somatic self-regulation is the most important integrator of personality adaptive resources in times of war, as noted by S. Hrabovska *et al.* (2024). Some scholars include psychological defence mechanisms as adaptive resources of the personality. Other researchers study such peculiarities of psychological adaptation as emotional balance, volitional stability, and affective balance (Yıldırım *et al.*, 2021). Emotional balance, volitional stability, affective balance are the other factors of psychological adaptation. Anxiety, tension, and uncertainty limit the adaptive capabilities of the personality. In the context of the presented study, these qualities

correspond to such component of social and psychological adaptation as behavioural regulation.

Researchers I. Vizniuk *et al.* (2021) note that the most appropriate conditions for adaptation include the development of a self-regulation system through the formation of an active life position, responsibility, correction skills, and the ability to organise one's own motivational area. These provisions also convincingly confirm the conclusion that psychological self-regulation of the personality is the basis of psychological adaptation to difficult conditions. Scientist D. Astanova (2022) argues that it is the responsibility of the pedagogue that determines the development of his or her adaptive abilities. This position confirms the criterion of moral normativity as a component of teacher's social and psychological adaptation.

Investigating the peculiarities of pedagogues' adaptation to new working conditions, V. Pidtyachy (2022) focuses on the effectiveness of the mechanism of coping strategies that promote adaptation, stress overcoming through maintaining psychophysical balance and the mental harmony restoring. Extraversion, sociability, and openness to experience contribute to the development of teachers' psychological well-being (as an indicator of their social and psychological adaptability) in martial law conditions (Kashpur & Roenko, 2023; Dudarev & Purtov, 2024). The effectiveness of a teacher's pedagogical activity can be achieved through synergy between fundamental (hard-skills) and flexible (soft-skills) skills (Ridei, 2021). These provisions slightly overlap with the position about communicative competence as a component of teacher's adaptation to new living conditions.

O. Shportun *et al.* (2024), considering the problem of personal adaptation in war conditions, identify such components of psychological adaptation of personality as cognitive, conative and emotional ones. I. Vizniuk *et al.* (2021) argue that the process of psychological adaptation includes emotional, motivational and intellectual components in combination with a system of values. The results of these scientific studies open a more holistic perspective on the problem of social and psychological adaptation of the personality.

Some researchers define meaningful life factors as the leading determinants of psychological adaptation. I.D. Mannapjonovna (2023) notes that there is a significant influence of a person's value orientations on the process of his or her adaptation to modern globalisation conditions. The same determinants are correlated with such factors as: meaningfulness of life, self-actualisation of the personality, meaningful life. N. Savelieva *et al.* (2023) note that a person's comprehension of his or her own inner world in order to find psychological resources (intellectual, emotional, volitional ones) is the most important factor in adapting to the conditions of today. An adequate teacher's response to stressful situations should be conducted by appealing to spiritual and moral values, as balanced behaviour of a person is a

manifestation of his or her spiritual and moral position. In the work of S. Rostami *et al.* (2023) there is proposed a model of teacher professional development, the application of which will contribute to the psychological adaptation of the pedagogue. It has also been statistically proven that psychological flexibility contributes to the development of adaptive abilities and an optimistic attitude to life. V.A. Vince *et al.* (2023) talk about the emotional and motivational factor of stress resistance development, proving that the success of teachers' psychological adaptation in wartime is influenced with the motivation to succeed.

Thus, modern research proves that there are many psychological factors in the development of the personality's adaptive abilities. Thus, the study expanded the view on the problem of peculiarities and factors of teacher's social and psychological adaptation to global changes under conditions of long-term stress and leaves broad prospects for further study of the phenomenon of social and psychological adaptability of the personality. A more thorough and comprehensive study of the factors of socio-psychological adaptation to global world changes will contribute to the construction of a comprehensive model of psychological adaptation of the personality, which can be the basis for the newest developments in the field of educational psychology.

Conclusions

The psychological adaptation of a pedagogue to global changes in the conditions of war is determined with the flexibility of the psyche and the ability to adapt to new conditions of existence. The leading role in the process of adaptation is played by the ability to mental self-regulation. The study showed that modern educators demonstrate an insufficient level of self-awareness of their adaptability to global changes in the conditions of war: direct answers to the questionnaire showed that 34.8% of teachers consider themselves as well adapted, but psychodiagnostic indicators of the "Adaptability" methodics show that only 22% of pedagogues are well adapted to modern conditions.

According to the results of psychodiagnostics, 27.5% of pedagogues show features of psychological disadaptation and need psychological support in their professional activities; 42.4% of pedagogues are ready to teach the complex worldview material about global

world changes, and 15.2% of teachers feel unprepared to talk to pupils about world changes, globalisation, and the causes of the war in the country. Modern teachers are quite morally normative and communicatively competent, but their behavioural self-regulation is not developed sufficiently. Young teachers aged 19-24 are the most vulnerable category of pedagogues in terms of behavioural self-regulation. Teachers aged 25-39, who are more flexible and adaptable than young and experienced teachers, are the most active and adaptable part of the teaching community. They demonstrate mature personal attitudes to globalisation processes, which makes them optimistic about Ukraine's current social crisis and the most capable of social and psychological adaptation. This leads to a high level of readiness to teach the complex material of worldview content to pupils.

Psychological support of a teacher's professional activity is most needed, first of all, by young teachers. It should be conducted through the development of psychological self-regulation in order to gain the mental stability. Therefore, communication trainings in the structure of psychological support of a pedagogue's professional activity should be present to a lesser extent comparing to trainings on the personality's psychological self-regulation development. The development and testing of a system of psychological support for pedagogical and professional activities are the prospects for further research.

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Conflict of Interest

None.

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Соціально-психологічна адаптація педагога до глобальних світових змін в умовах довготривалого стресу

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Анотація. В сучасному світі надто виразно відбуваються глобальні трансформації (біологічні, екологічні, соціальні, економічні, технічні, культуральні тощо). Все це зумовлює важливість вирішення проблеми розвитку соціально-психологічної адаптації сучасної людини, зокрема, вчителів, до нових умов існування. Метою представленої статті було висвітлення результатів дослідження особливостей соціально-психологічної адаптації українських педагогічних працівників в умовах довготривалого стресу. У дослідженні застосовувалися такі методи аналізу емпіричних даних як анкетування, психодіагностичне тестування, змістовий аналіз відсоткових і середньостатистичних показників. У статті представлено аналіз та узагальнення результатів емпіричного дослідження стану соціально-психологічної адаптивності українських педагогічних працівників до світових змін в умовах довготривалого стресу (пандемії Covid-19, війни). Дослідження показало, що сучасні педагоги демонструють недостатній рівень адаптованості до світових змін: лише 22 % вчителів гарно адаптовані до сучасних умов і готові викладати учням світоглядний матеріал, а 27,5 % вчителів мають ознаки вираженої психологічної дезадаптації й потребують психологічної допомоги й психологічного супроводу своєї професійної діяльності. Дослідження показало, що сучасні вчителі виявляються досить морально нормативними й комунікативно компетентними, проте поведінкова саморегуляція в них виявляється розвиненою не достатньо. Автором встановлено особливості прояву адаптивного потенціалу особистості сучасних вчителів різних вікових категорій. Педагоги 25-39 років порівняно з молодими (19-24 років) й більш досвідченими вчителями (40-66 років) виявляються найбільш адаптивною частиною педагогічної спільноти. Показник їх адаптивного потенціалу значно перевищує аналогічні показники у вчителів інших вікових категорій за рахунок більш розвиненої у них здатності до поведінкової саморегуляції. Педагоги 40-66 років найбільш за всіх продемонстрували високу моральну нормативність. Доволі складно соціально-психологічна адаптація відбувається у молодих вчителів 19-24 років, адже ця вікова категорія є найбільш уразливою в плані поведінкової саморегуляції. Результати дослідження можуть бути використані для створення програм підтримки педагогічної діяльності, що сприяють підвищенню професійної ефективності та стабільності освітнього процесу

Ключові слова: глобальні трансформації в суспільстві; педагогічні працівники; психологічна адаптивність особистості; поведінкова регуляція; комунікативна компетентність; моральна нормативність