

FEATURES OF PSYCHOLOGICAL ADAPTATION OF TEACHERS IN CLIMATIC CONDITIONS OF FAR NORTH

Петрова Ольга Николаевна

Заполярный филиал Лeningradского государственного университета имени А.С. Пушкина

Petrova Olga Nikolaevna. Trans-polar affiliated societies of A.S.Pushkin's Leningrad State university. Norilsk town.

For today, in educational system, not enough attention of psychologists is given problems of adaptation of the teacher, criteria of an estimation of his person. If to take into account difficulties of climatic conditions in which teachers of regions of the Far North the theme of pedagogical adaptation becomes especially actual live. In conditions of the North this theme was not studied earlier.

In what good cultural and community conditions there was a person, the climate is that natural background which accompanies with him not only in conditions of severe weather, but also in conditions of a house and manufacture. In adverse conditions of an environment in an organism there can be the various adaptive shifts occupying an intermediate position between norm and illness. Contrast of seasons, periodic repeatability of long colds in a year cycle of the nature challenge the person, will mobilize his physical and mental forces on adaptation to a rigid rhythm of life. Life in extreme conditions becomes arrhythmic and fragmentary intensive. Thus, work of the teacher on Far North is complicated with factors of environmen which probably and are a handicap for successful adaptation to a professional vital way.

In conditions of Far North at teachers specific features of psychological adaptation which affect the attitude to a professional vital way, health, to as to the person, connected with increased requirements to adaptable opportunities of the person are marked.

In our research psychological adaptation is surveyed as the process reflecting the attitude to a professional vital way, to professional work, and determining a

measure of success of interaction of the person with changes of conditions of environment.

For today it is known, that teachers are professional group which is especially subject disadaptive to tendencies. Many scientists (M.A.Berebin, L.I.Vasserman, G.F.Zaharov, L.M.Mitin, A.A.Rean, L.N.Sobchik, etc.) mark, that professional work of teachers is one of the most intense (in the psychological plan) kinds of social activity.

The concept of psychological adaptation as process which supports dynamic equilibrium in the man-habitat system, allows to reach the greatest possible efficiency of behaviour of the person and his physiological maintenance, it is possible to survey as a basis of the systemic approach to research of professional work.

Psychologic-pedagogical adaptation is understood as process of active interaction of the person of the teacher and the professional environment, directed on maintenance of their dynamic equilibrium by a principle of a homeostasis. Psychologic-pedagogical adaptation is characterized by two groups of factors:

- Objective factors of professional adaptation - is a professional - pedagogical surroundings.
- Subjective factors of psychologic-pedagogical adaptation - features of the person of the teacher.

The adaptive environment is defined as aggregate of physical and social variables of an external world. It is possible to allocate during adaptation levels high and low; levels of adaptation to macro and a microenvironment, to itself; physiological, personal, social; climatic, personal - psychological, social, a level of interpersonal dialogue, a level of adaptation to professional work; external both internal, and actually adaptive and disadaptive. In the latter case it is possible to base on classification of conditions of adaptation of S.B.Semichova:

- a) Adaptation;
- b) A condition social mental and somatic intensity - threat of a disadaptation;
- c) A partial disadaptation (preillness and group of "risk");
- d) A total disadaptation.

About adaptations judge success, first of all, as the person is included in professional work. Professional work represents one of the brightest forms of interaction of the person with social environment. Work of the teacher is characterized by the high responsibility and intensity. In comparison with other professional groups among teachers the risk of occurrence of neurotic frustration is highest. Teachers – group with risk of occurrence not only psychological, but also somatic frustration. Among them the set of symptoms of professional combustion, emotional instability, disharmony of person are wide-spread. Socially - disadaptive factors are low social protectability and prestige of a trade, necessity of professional interpersonal interaction in conflicting situations, information overloads.

The professional disadaptation of teachers represents a serious social problem. The major are closely connected to work amounting health, well-being and human life as a whole. Work should inspire the person, promoting disclosing of his personal potential. However, work can result and in occurrence of a condition of weariness, at absence of the correct organization of work and the rest, the adequate attitude to and another, at the careless attitude to the organism. The functional overstrain can result in failure adaptive - compensatory the mechanisms directed on conservation of a homeostasis and development of certain adaptive behaviour.

Thus, becomes obvious, that efficiency of work of the person really substantially is defined by his adaptation to conditions of activity, factors of environment. Professional adaptation inprescriptible from adaptation to life as a whole.