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THE FEELING OF ACHIEVING A PROFESSIONAL SUCCESS AND THE TEACHERS' STRESS

Głównym celem niniejszego artykułu jest ukazanie, w jaki sposób nauczyciele definiują sukces oraz sukces zawodowy, a także jakie czynniki uznają za kluczowe w realizacji celów prowadzących do osiągnięcia sukcesu. Czy istnieje zależność pomiędzy stresem a sukcesem w tej grupie zawodowej? Jeżeli tak, to jaki wpływ na sukces zawodowy nauczycieli ma stres? Problemy te nabierają szczególnego znaczenia również dlatego, że w dzisiejszych, radykalnie zmieniających się warunkach życia społeczno-gospodarczego i kulturalnych przed nauczycielem stoją nowe wyzwania związane z umiejętnością rozwiązywania innych problemów, ciągłym pogłębianiem wiedzy. Nauczyciel musi radzić sobie ze stresem oraz trudnymi sytuacjami. Dlatego warto zastanowić się nad jego poczuciem sukcesu zarówno w życiu osobistym, jak i w pracy dydaktyczno-wychowawczej i opiekuńczej. Umiejętność poradzenia sobie ze zmianami oraz „odnalezienia się” w nowej, nieraz bardzo trudnej sytuacji już jest sukcesem samym w sobie. Szczególnie w tak trudnym zawodzie, jakim jest zawód nauczyciela.

Słowa kluczowe: sukces zawodowy, stres, nauczyciel, poczucie sukcesu.

У статті розглядається питання стосовно того, як учитель визначає поняття «успіх» та «професійний успіх», виявлено ключові чинники, що забезпечують цей успіх. Досліджуються проблеми залежності між стресом і успіхом, зокрема особливості впливу стресу на професійний успіх учителя. Означені проблеми набувають особливої ваги в сучасних радикально змінюваних умовах суспільно-господарського та культурного життя, коли перед педагогом постають нові виклики, пов'язані зі

здатністю і вмінням розв'язувати проблеми шляхом постійного поглиблення власних знань. У таких умовах учитель повинен не лише вміти впоратися зі стресом, а й дати собі раду в складних ситуаціях, що спіткають його в особистому житті, навчально-виховній та опікунській діяльності. Вміння «віднайти себе» в новій ситуації вже саме по собі є успіхом, а в професії вчителя – особливо.

Ключові слова: професійний успіх, стрес, учитель, почуття успіху.

В статье рассматривается вопрос относительно того, как учитель определяет понятия «успех» и «профессиональный успех», показаны ключевые факторы, обеспечивающие этот успех. Исследуются проблемы зависимости между стрессом и успехом, в частности особенности влияния стресса на профессиональный успех учителя. Указанные проблемы приобретают особое значение в современных радикально меняющихся условиях общественно-хозяйственной и культурной жизни, когда перед педагогом возникают новые вызовы, связанные со способностью и умением решать проблемы путем постоянного углубления собственных знаний. В таких условиях учитель не только должен уметь справиться со стрессом, а также найти выход из сложных ситуаций, возникающих в его личной жизни, учебно-воспитательной и попечительской деятельности. Умение «найти себя» в новой ситуации уже само по себе является успехом, а в профессии учителя – особенно.

Ключевые слова: профессиональный успех, стресс, учитель, чувство успеха.

The main purpose of this article is showing how the teachers define stress and personal success, as well as describing what are the main factors of achieving a goal. Is there a relationship between the stress and the success in this occupational group? If so, how does the stress influence teachers' success? These problems become even more important also because of the fact, that nowadays life conditions change radically and not only do the teachers need to seek for new solutions to new problems, but also gain more knowledge. A teacher needs to cope with many different, difficult situations. That is why we should think about their feeling of success in both private live and job. The ability of dealing with changes and complicated situations is already some kind of success indeed. Especially when we talk about teacher's profession.

Key words: professional success, stress, a teacher, a sense of achievement.

The success in teachers' point of view. Not only does the teacher teach, but he also raises children; and the upbringing is «helping in development and familiarizing with such values as goodness, truth and love. The educator helps his pupil in development and thanks to this develops himself and reaches a success in both private live and the field of his occupation».

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Problem statement and analysis of last achievements and publications. Lately, issues related to the term of «success» have significantly grown in importance and become the most popular area of social interest. Observation of everyday reality, numerous studies as well as theoretical considerations carried out on the basis of pedagogy, psychology, sociology and philosophy [1; 4; 5; 9; 13] indicate a steady increase in interest of this particular issue. In our civilization, in which success became a fashion [8], we have to face a stress of becoming successful, that is pursuit of multiplication of your earnings and constant increase of your financial status. Educators are reporting, that more and more of young people prioritize their financial situation and career over their self-improvement [2; 6; 9]. Such reports caused an appearance of postulates, which state that schools ought to take part in creating young people's model of success [5; 9]. One of the possibilities to make it work is to draw attention of teachers to this issue. Although, at the beginning, it is worth knowing definition and attribution of success functioning in this particular group, as direct.

There are many definitions of success, one of which is such a statement: «The success is the effect of action taken on purpose, considered as an unusual result (both final and fragmentary) of effort which is described as a success by the individual». Another statement is: «The feeling of success mostly depends on objective life conditions and the most common definition of success is money and position in society». Such understanding is typical and does not depend on the wealth of people who answer. However, since 1989 definitions keep changing and despite high position of financial and professional success we may see an equality in understanding this term. Success is no longer possible only for unusual individuals, but more often it is said that anyone may reach it. As we can see there are many definitions, e. g.: happiness, good faith, peace, creating a happy family. However, not only is the success a personal fulfillment,

but also a professional fulfillment, which is caused by seeing the point of a job. That is why for many people success is defined as a career, popularity, high status or prestigious job. And although money and honors are very often connected with success, there are not the most important elements. In Poland you do not become a teacher for financial reasons and the term «success» is understood differently by different teachers.

Nowadays qualifications which guarantees doing a good job and achieving successes are called «competences». This term is used when we describe individuals doing different jobs, including the teachers. According to current literature only people having high competences may be professionals.

Highlight of the earlier unresolved parts of the general problem. Aim of the study. In order to find out how teachers define success, a questionnaire was arranged. The group of participants was made of 30 teachers working in different schools, teaching different subjects, having worked for more than one year. Another purpose was to find out what factors influence reaching a success by teachers. It was also important to check out what was teachers' life standard which influence reaching a success.

Success is often identified with professional life, career, job or wages. Professional success is a term, which is connected to realizations of purposes and the evaluation of results. It was assumed that professional success is one of many types of achievements and is defined as a real or considered personal achievement reached in the result of professional experience.

Study results and their discussion. *The interpretation of professional success by teachers.* For 64% professional success is defined as good students' results (38%) and students' involvement during the classes (26%). So we may assume that most teachers do their job because they enjoy teaching, so their success is student's involvement. That is why they try to make their lessons interesting and attractive. Satisfaction of work (18%) and promotion (18%) were less important.

How does stress influence success? According to teachers who took part in this survey stress definitely has influence on success. However there are different opinions on what kind of influence it is. 47% of people think it has a positive effect, while the same number is sure it affects in a negative way. None of the participants was sure that stress has no influence. Only 2 individuals, so 6% couldn't precisely say in what way stress influences. Thus we can confirm the hypothesis that stress does have an influence on professional success.

How does the will of achieving success affect the level of stress (in teachers' opinion)? How does the success influence stress? The vast majority of participants agrees that the more we try to achieve a success the more stress we experience. Only 2 individuals cannot see. Any connection between success and stress, thus we could assume that trying to reach something keeps stress on the same level or even lowers it. One person does not have an opinion. The survey does not show whether women feels more stress than men. Two out of five men said they get stressed everyday or several days a week, and their level of stress is considered to be medium or high. These people are young (younger than 40 years old). The age and professional experience cannot be linked to stress, since the two remaining men are still young (younger than 35 years old). They all teach students in similar age, attending high schools.

Women's occupational stress neither can be connected with age, nor with professional experience, as only two out of five young women (under the age of 30), working at secondary school, are under medium to high level of stress on daily basis or several times within the week. The remaining three women get stressed rarely, or very rarely and evaluate their nervousness as low. They work in kindergartens and none of them said that student's age is a significant stress stimulus. For female teachers in age group up to 35 years, tension and nervousness caused by work are relatively rare and are said to be on medium to low level. Women aged between 36 to 40 years, similar to other groups, define their stress level as low or medium. Only one teacher working at secondary school said, that she is put under heavy stress several times within week.

Surprisingly, female teachers aged between 41 to 50 years are getting stressed more often than young teachers, that only begin to work and build their authority. Within the group counting 6 people, only one describes their occupational stress as low, four said that their stress is on medium level and only one person said to be getting stressed rarely. In this age group one woman said that she is very stressed on daily basis. The last group, that took part in survey, consists of woman aged above 50 years. Those three people describe their stress as nonexistent or medium to low, but occurring very rarely.

People that teach teenagers at secondary schools created the largest group (16 people), in most cases they rated their stress level at work as medium (12 people) or high (4 people). People working at elementary schools and secondary schools indicated that their level of stress is medium. Working in kindergarten turned out to be the most stress-free. As many as six people, out of group of seven, said that their stress is almost minimal.

Basing on research described above, it cannot be clearly deduced what is the reason behind stress in this group of surveyed teachers. Survey was not carried out on a sufficient number of people and amongst too many schools, to draw firm conclusions. However, the goal of his survey, was to determine how stress affects teacher's career success. Based on conducted analyzes it can be concluded, that surveyed people experience increased tension during their work. Furthermore, surveyed individuals have the ability to cope with stress and reduce or even eliminate it.

As it is shown on the chart above, the first place amongst factors responsible for achieving success is knowledge (34%), on the second place is teacher-student relationship (28%), in the third place is experience and motivation (24%). On the last place is teamwork and teacher's personality (14%).

Quality of life – happiness from the perspective of occupational group of teachers. High quality of life is usually identified with success. In the literature of subject, you can find different definitions of term "quality of life", therefore it is difficult to establish every factor and variable of this issue. However looking at quality of life from multidimensional and interdisciplinary perspective, it is possible to distinguish amongst its problems those, which are an essential subject of theoretical analysis and empirical research. Issue of teacher's quality of life is one of them.

Undoubtedly, one of the main measure of quality of life is feeling of happiness. J. Czaplinski points out connection between happiness and quality of person's

life. Czaplinski refers to happiness as "subjective perception of your own prosperity, well-being, that is the welfare of your life" [7, s. 141]. One of the goals of this article was to examine the quality of life and sense of success in the self-evaluation of teachers. To evaluate sense of happiness among teachers, five-point scale was used, for which was adopted a point range from 1 to 5: 5 points – very happy, 4 – happy, 3 – neither happy, nor unhappy, 2 – unhappy, 1 – miserable.

According to data presented on the third chart, more than half of 30 respondents stated that they are happy or even very happy (16 people). Ten of them, had a hard time to decide – they do not see themselves as happy people and cannot call themselves unhappy either. Four teachers openly described themselves as unhappy or miserable people.

Success in the profession of a teacher – skillful coping with stress. An ability to cope with difficult and stressful situations is one of the successes that can be achieved as a teacher. Teaching is a work, that demands from you both emotional and intellectual involvement. It is proven by the results of survey on stress from perspective of a teacher, which was conducted by Kyriacou. «Subjects pointed out five sources of constant stress: the bad behavior of students – from a lack of motivation to disobedience – time pressure and excess labor, lack of basic standards of professional ethics, also understood as poor relations with headmaster or colleagues; poor working conditions, including inappropriate assistance and school arrangement; small chance for better wages, promotion and development. Teachers are expected to meet the educational objectives without specialized training, supervision and even without preparing appropriate conditions for conducting conversations with students during work time. There are more and more responsibilities imposed on them, and teachers feel like they are unable to conscientiously fulfill their duties» [11, s. 243].

«Teacher's stress can be defined as generation of negative emotions (like anger or discouragement), which are usually accompanied by pathological, biochemical and psychological changes in the body (increased heart rate, increased secretion of Adrenocorticotrophic hormone and other hormones into the blood circulation, increased blood pressure). Those emotions are resulting from occupation, conditioned by task imposed on teachers and are perceived as a threat for their self-esteem and well-being, they are also dependant on an ability to cope, so that it is possible to reduce those perceived threats» [3, s. 54].

The term of stress is connected with factors, which have an significant impact on it – so-called stressors. This is «any form of interaction of individual with environment, that cause in an individual a feeling of stress» [12, s. 31]. Stressors affect people in varying degrees and usually each of them have its own source.

As a teacher, the financial reward is also a crucial, however it is often not adequate to performed work and devotion to their job. Teachers do not feel properly valued, as they are the ones responsible for control and enforcement of tasks given. Taking inadequate pay into account, cumulative stress associated with earnings and a sense of professional failure is likely to arise. Teachers work is exposed to many stress factors, that relate to the way of students education, their reaction to the presented informations, the atmosphere in the classroom, school authorities approach to the

problems or the current educational situation. Close interpersonal contact and ongoing commitment follows a lot of stressful situations. The teacher should not only be characterized by high subject knowledge, but also demonstrate a predisposition to develop and educate residents. Communication and interpersonal skills, attitude to another human being and sensitivity of the teacher allows him to respond adequately to the needs of students. Control and consistency in action allows to achieve success in work. But on the other hand it is connected with a large psychological burden, which can lead to health problems.

There is a big social pressure in the relation to teachers. It's a profession of which requires certain predispositions, skills and knowledge. This is related to the nature of the work, which relies heavily on education and inculcating the objective values that young people should know and accept. Teaching is a hard profession due to the fact that effects can be seen only after a certain time, and that is why attitude to the student is important since the first year of education. Therefore, the teacher is put in front of the difficult task of education of pupils in a socially acceptable and regarded as legitimate.

«Technological progress creates new tasks for the teachers which includes incorporate the latest concepts and facts. Unfortunately, not always teachers can possibility cope with that tasks. The traditional stereotype of a teacher is a friend and advisor, sacrificing in helping and communicating with the student, who is on duty at school and beyond. This vision is increasingly supported by the stereotypes created by the media. Yet, the reality shows teacher struggling every day with physical violence in the classroom, layoffs, ideological conflicts, low salaries, lack of materials and equipment, and even... with poor heated schools» [10, s. 75]. The lack of ability to cope with stress and being under the influence of long-term chronic stress can lead to the appearance of burnout syndrome.

Burnout is a «mental and emotional fatigue and lack of motivation to work, resulting from prolonged and continuous exposure to stress». A symptom of burnout can be a constant tension, fatigue or depression. The teacher threatened burnout can show cynicism, lack of enthusiasm, be negative to students and colleagues, feel that professional life is worthless. Teachers that are facing burnout can often get sick, do not come to work, cheer up with drugs. It is also possible to have more conflicts with family, friends and colleagues as a reason for the relationship or frequent outbursts due to anger caused by the inability to dominate his emotions. Symptoms associated with burnout can have a devastating impact on the mental and physical health [11, s. 265].

It would be difficult to call the teacher «spent» a man of success, especially since one of the symptoms of Burnout Syndrome, is the lack of a sense of satisfaction with the achievements in the profession.

Conclusion and perspectives of further development. There is no generally applicable understanding of success, so each definition understood by teachers is appropriate.

Almost all surveyed teachers are unanimous about the fact that the pursuit of success increases the level of stress (90%). Only 2 people do not see the connection between efforts to achieve success and the level of stress, which implies that achieving success or sticking

to it, still maintains their stress levels constant or it decreases. Some teachers have already identified the success of the proper conduct of the teaching process, with the ability to use appropriate forms and methods of work with the student. For other great success is the ability to cope with stress, which in turn may facilitate the successful outcome of the work. These however are linked to the above-mentioned ways of teaching and students achievements.

For some measure of success are the satisfaction and contentment. A sense of satisfaction must come from the achievement of the objectives. Younger teachers tend to focus more on the effects of teaching, learning, their results in teaching pleases them. Teaching, although it is not easy, however, is less complex and engaging than the upbringing of man. Experienced teachers locate their successes in education and manners of their pupils. Inflicting that the students understand certain subject is not considered as a success. In future research, it would be worth looking at teacher success not only from the perspective of stress, mood, student performance or an academic degree. It is essential to take into account the complexity of teachers' work as well as looking at that work from two perspectives: objective and subjective. Objective perspective should take into consideration a need for scientific developments as well as technical and educational skills. Subjective perspective should take into consideration conditions influencing individual sense of success that meets psychological needs of significance, respect, development.

A teacher who fulfills occupational obligations is subject to constant influences that shapes their image of school reality as well as their own professionalism. Presented results should be rationale to continue the research on issues related to a sense of teacher success. There are also planned quantitative exploration verifying the typology of teachers. It could be an interesting challenge to conduct longitudinal studies on shaping the sense of teacher success with the use of diaries or their modern form – blogs. This kind of approach would make it possible to analyze this topic with higher precision and, above all, it would reduce the amount of errors related to specificity of autobiographical memory.

The sense of success among teachers is an interesting subject in a cognitive way, but it is equally important that this subject is a problem of high social importance. Professional work is a significant part of every adult's life, as it determines their place in the social structure, shapes their identity, places in a specific psychological context and satisfies basic psychological needs. It is in our best interest to reflect on shaping such educational and working conditions for teachers in order to fulfill their occupational obligations with passion for the benefit of themselves and future generations. The aim is to generate much more success and less stress (in the negative sense of that term – distress).

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ПОЧАТКОВА ОСВІТА. ДОШКІЛЬНЕ ВИХОВАННЯ

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ТВОРЧИЙ РОЗВИТОК МОЛОДШИХ ШКОЛЯРІВ У ПРОЦЕСІ СПРИЙМАННЯ ІНСТРУМЕНТАЛЬНИХ ТВОРІВ, ЩО ВИКОНУЮТЬСЯ ВЧИТЕЛЕМ

У статті розглянуто окремі методичні аспекти творчого розвитку молодших школярів у процесі сприймання фортепіанних творів, що виконуються вчителем.

Ключові слова: творчий розвиток, структурні компоненти творчого розвитку, молодший шкільний вік, музичне сприймання.

В статті рассмотрены отдельные методические аспекты творческого развития младших школьников в процессе восприятия фортепианных произведений в исполнении учителя.

Ключевые слова: творческое развитие, структурные компоненты творческого развития, младший школьный возраст, музыкальное восприятие.