

PROFESSIONAL HEALTH OF THE TEACHER IN GERMANY: PROBLEMS AND PROSPECTS

Shitova I.Y.

Taurida National V.I. Vernadsky University, Simferopol, Crimea, Ukraine

E-mail: ischitowa@mail.ru

The report which was compiled by the Organization for Economic Cooperation and Development (OECD) raises the problem of an aging of the teaching staff in Germany and the of the early retirement of teachers. According to foreign researchers, professional activity of the teacher differs with low indicators of health. The study and analysis of the scientific literature permitted to precise the specific of the professional activity of the teacher in Germany and to identify the factors which determine the teachers' professional workload. Main approaches which promote to maintain of the psychological health of the teacher were shown in the article as well.

A large number of German-published researches are devoted to studying of problems of "Burnout" (a German terming for "professional burning" or "professional burnout") Content of the term emotional burnout syndrome is determined as a response of man to long work stress related to the interpersonal communication. Content of the term "emotional burnout syndrome" is determined as a response of man to long work stress related to the interpersonal communication. The features of the professional activity of the teacher which have an impact on the dynamics of the professional stress are also described in the article.

To the most typical stress factors of educational activities many authors ascribe to the following: the extent of psychological and pedagogical training of teachers; the extent of the development of the social habit of interpersonal communication of students; the lack of cognitive interest in students; weak motivation of the learning activities; the problems of discipline and behavior of the students at studies; some disagreements with the parents on the assessment of academic achievements of students; the rejection of students from learning or training under the guidance of some teachers; the character of interpersonal relationships in the pedagogical collective; the lack of help and support of colleagues which is necessary to the teacher; the unproductive competition in pedagogical collective in conditions when the result of work depends on the coherence of teachers; the conditions of the self-fulfillment and career promotion in the profession; style of director's management of the school; many hours of the teachers' workload during the working day and the longitude of the working week.

The research shows that the prophylaxis of the occupational health of the teacher and the preservation of his professional long life are concentrated in three spheres. The first area of the preventive work is carried out on the stage of training of the students in high school. Professional fitness of the students aimed at teaching career is performed on this stage. The second area of preventive work is linked to the development of the variety of the

preventive programs which are directed to the prevention of the burnout syndrome among the working teachers.

This direction of work includes the provision of psychological assistance, pedagogical support to the working teachers from the side of the administration and professional educational community. The third area of preventive work aimed to the elimination of the teacher's professional burnout. If the burnout occurred, assistance should be provided at two levels. On the one hand, effective and healthy working conditions in the school should be created for the teacher. On the other hand, for each case of burnout according to its characteristics and characteristics of the personality should be provided assistance of psychotherapist or by groups of mutual help. Working in groups of the mutual help permits the teacher to find out the way of overcoming of the stressing situation and to know how other teachers can manage with this kind of problems. In the collaborate work the teacher can learn the ways of formulating of realistic aims of the professional activity, acquire the habit of the effective control of the time and learn the relaxation technics.

The results of the analysis of foreign psychological and pedagogical literature, which covers the experience of Germany according to the help for the teacher and promoting of his professional health, highlighted the issues which are relevant to the transformation of education in Ukraine, which is guided by European standards

The educational system of Ukraine are relevant issues related to the identification of professional fitness of students who choose teaching activities, strengthening the relationship between home and school in the education of the rising generation, providing psychosocial support and teacher, is having trouble in educational activities.

The issues which are related to the identification of professional fitness of students, who have chosen the teaching activities, strengthening of the relationship between home and school in the education of young generation, the psychological support and help for the teacher who has some problems in educational activities, are very actual for the educational system of Ukraine.

Keywords: a professional burnout; a professional stress; socio-psychological factors; personal peculiarities.

References

1. [Überalterung bei Lehrern: Eine europaweite Herausforderung](http://www.bildungsspiegel.de/bildungsnews/arbeitsmarkt/627-ueberalterung-bei-lehrern-eine-europaweite-herausforderung.html). [electronic resource] mode of access: <http://www.bildungsspiegel.de/bildungsnews/arbeitsmarkt/627-ueberalterung-bei-lehrern-eine-europaweite-herausforderung.html>
2. Puhovska L teaching profession in the world educational space: statistical characteristics. [electronic resource] - Access mode: <http://osvita.ua/school/manage/cadre/973/>
3. Schaarschmidt, U. & Kieschke, U. Lehrer-Burnout. In J. Zumbach & H. Mandl (Hrsg.),
4. Pädagogische Psychologie in Theorie und Praxis. Ein fallbasiertes Lehrbuch (S. 245–254). Göttingen: Hogrefe. (2007). [electronic resource] mode of access: <http://www.fr-online.de/schule/ueberforderte-lehrer-auch-lehrer-brauchen-einen-coach.5024182.11803648.html>
6. Health Psychology: a textbook for schools / edited G.S.Nikiforova.SPb.: Peter, 607 p. (2006)
7. Bernhard P.Vortrag am Zentrum für Lehrerfortbildung Universität Kassel 19. Dezember 2005. [electronic resource] mode of access: www.hardtvaldklinik2.de/media/files/ArtikelLehrer-Burnout.pdf
8. Tabachnik D. Nearly one in four teachers in Ukraine - retired. [electronic resource] mode of access
9. <http://korrespondent.net/ukraine/events/1337308-pochti-kazhdyj-chetvertyj-uchitel-v-ukraine-pensioner>

10. Normally the accountant system for teachers' salaries abroad. [electronic resource] mode of access:
11. http://www.lexed.ru/pravo/actual/?concept_sot.html
12. Plesovskikh OA Strigulina EY Risk factors for occupational and environmental health educator. [electronic resource] mode of access: <http://do.teleclinica.ru/206661/>
13. Barth, Anne – Rose. Burnout bei Lehrern, Hogrefe - Verlag für Psychologie, (S. 124). Göttingen(1997).
14. [Bormann](#), G Angst und Burnout im Lehrberuf, Seminararbeit, (1999). [electronic resource] mode of access: <http://www.hausarbeiten.de/faecher/vorschau/97464.html>
15. Joachim Bauer, Steffen Hafner, Horst Kachele und Reiner W. Dahlbender Burnout und Wiedergewinnung seelischer Gesundheit am Arbeitsplatz [electronic resource] mode of access: http://www.dngfk.de/fileadmin/user_upload/website/dngfk/psyGA/Literatur/Bauer_Burnout.pdf
16. [Bangert, Carsten](#) (2010). Gesund und Zufrieden in der Schule - 20 Denkanstöße. Alles Schule 10/11. Seite 14-18. [electronic resource] mode of access: <http://www.carsten-bangert.de/3.html>
17. Gerstner, Hans-Peter. Erziehungswissenschaftliches Seminar- Seminar: Tabus über dem Lehrberuf. Burnout bei Lehrern. (2004). [electronic resource] mode of access: <http://www2.ibw.uni-heidelberg.de/~gerstner/Lorenz.pdf>
18. Schaarschmidt, Prof. Dr. Uwe. 2003. "Psychische Beanspruchung von Lehrerinnen und Lehrern". Ausgeführt in: Schaarschmidt, Uwe (Hrsg.). Halbtagsjobber. Weinheim. (2004).
19. Dr. Ludwig Eckinger Verantwortung und Belastung: Grundanforderungen an den Lehrerberuf [electronic resource] mode of access: http://www.bllv.de/fileadmin/Dateien/landesverband/aktion/fachsymposien/20061014_berufsbezogene_praeventionskonzepte/bllv_20061014-eckinger.pdf
20. Bernhard Sieland. Kooperative Entwicklungssteuerung und Selbstmanagement KESS [electronic resource] mode of access: http://www.bllv.de/fileadmin/Dateien/landesverband/aktion/fachsymposien/20061014_berufsbezogene_praeventionskonzepte/bllv_20061014-sieland.pdf
21. Bernhard Sieland. Das Lehrerforum als multiprofessionelle Lerngemeinschaft [electronic resource] mode of access: http://www.bllv.de/fileadmin/Dateien/landesverband/aktion/fachsymposien/20061014_berufsbezogene_praeventionskonzepte/bllv_20061014-sieland-anlage.pdf
22. [Bangert, Carsten](#). Mit aktivem Selbstmanagement zu mehr Gesundheit und Zufriedenheit im Lehrberuf IN: Bundesanstalt für Arbeitsschutz und Arbeitsmedizin (Hrsg.). Lehrergesundheit. Tagungsbericht 141. Berlin, Dortmund, Dresden. Seite 57-74. (2005) [electronic resource] mode of access: <http://www.carsten-bangert.de/>
23. Rudow, Bernd. Die Arbeit des Lehrers. Hans Huber: Bern. (1994). cited by. [electronic resource] mode of access: <http://www.hausarbeiten.de/faecher/vorschau/97464.html>