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### **PSYCHOLOGICAL COMPETENCE IN OVERCOMING THE INTERNAL CONFLICT OF TEACHERS WITHIN THE ENVIRONMENTAL APPROACH**

У статті розкрито поняття «Психологічна компетентність педагогів у межах екологічного підходу» та «Екологічний підхід у подоланні внутрішньої конфліктності педагогів». Метою статті є обґрунтування психологічної компетентності щодо подолання внутрішньої конфліктності педагогів у межах екологічного підходу. Розроблено модель психокорекції ВК у ситуації психосоматичних розладів та лекційний курс «Корекційно-релаксаційний тренінг Recovery of resistance to conflict personality» щодо попередження внутрішнього дисбалансу педагогів в умовах екосередовища ЗВО. Запропоновано психологічний супровід педагогів в умовах ЗВО, який становить комплекс психологічно обумовлених заходів, що забезпечують підвищення ефективності педагогічної діяльності та кваліфікаційної працездатності людини.

На мотиваційно-ціннісному етапі запропонованої моделі було визначено професійні мотиви (стійка спрямованість інтересів і потреб), що виражаються в усвідомленні суспільної значущості своєї діяльності та розумінні професійних цінностей, спрямованих на самореалізацію у процесі діяльності. Критерієм сформованості когнітивного етапу є наявність науково-теоретичних (загальнокультурна підготовка), оперативних знань і здібностей до організації професійної діяльності. Рефлексивно-регулятивний етап характеризується наявною здатністю до саморегуляції та рефлексії

Вирішення проблем внутрішньої конфліктності особистості в межах екологічного підходу вбачаємо у формуванні конструктивної моделі поведінки, вирішенні конфліктних ситуацій позитивно в умовах навчального закладу з удосконаленням психологічного впливу і гуманізацією системи навчально-виховного процесу. Такий підхід може сприяти поліпшенню міжособистісних стосунків, налагодженню емоційних контактів власного оточення, підвищенню професійного становлення й відновленню конфліктостійкості педагогів.

**Ключові слова:** педагоги, внутрішня конфліктність, екологічний підхід, конфліктостійкість, психологічна компетентність.

The article reveals the concept of 'Psychological competence of teachers within the framework of the ecological approach' and 'Ecological approach in overcoming the internal conflict of teachers'. *The purpose of the article* is to justify the psychological competence in overcoming the internal conflict of teachers within the framework of the ecological approach. A model of psychocorrection of VC in the situation of psychosomatic disorders and a lecture course 'Correction-relaxation training Recovery of resistance to conflict personality' have been developed regarding the prevention of internal imbalance of teachers in the conditions of the environment of higher educational institutions. Psychological support of teachers in the conditions of higher education is offered, which is a complex of psychologically determined measures that ensure the improvement of the effectiveness of pedagogical activities and the qualification of a person.

At the *motivational and value stage* of the proposed model, professional motives (stable orientation of interests and needs) were determined, which are expressed in awareness of the social significance of one's activity and understanding of professional values aimed at self-realization in the process of activity. The criterion for the formation of the *cognitive stage* is the presence of scientific and theoretical (general cultural training),

operational knowledge and abilities to organize professional activities. The *reflexive-regulatory stage* is characterized by the existing capacity for self-regulation and reflection.

Solving the problems of the internal conflict of the individual within the framework of the ecological approach can be seen in the formation of a constructive model of behavior, the resolution of conflict situations positively in the conditions of an educational institution with the improvement of psychological influence and the humanization of the system of the educational process. This approach can contribute to the improvement of interpersonal relations, the establishment of emotional contacts with one's environment, the improvement of professional development and the restoration of conflict resistance of teachers.

**Key words:** teachers, internal conflict, ecological approach, conflict resistance, psychological competence.

**Introduction.** Consolidation of conflict resistance skills in the conditions of institutions of higher education (hereinafter referred to as higher education institutions) is due to the preservation and strengthening of the health of teachers, since the physical and mental well-being of a person is a prerequisite for successful activity in relation to the goals set by society. The effectiveness of professional activity is possible only under the conditions when the pedagogical worker is able to act in conditions of optimal functioning of the human body. Psychosomatic disorders usually weaken a teacher's physical and spiritual ability, contribute to a decrease in work productivity in conditions of higher education. The psychogenic nature of these disorders is due to factors that cause the emergence of psychosomatic dysfunctions, which can lead to a sharp decrease in work capacity. This trend is especially relevant in our time, when the professional activity of teachers is conditioned by psychological tension and the influence of stressogenic factors.

Such scientists as E. Haustova and V. Bezsheyko claim that the importance of self-understanding, self-awareness, rethinking and forming a new meaning of 'Self' are at the basis of the ecological approach to overcoming conflict [2]. O. Szeged emphasizes that the presence of such psychological phenomena as the rejection of optimal expectations regarding one's self, the comfortable interpretation of 'adverse conditions of experience', 'selective attention' to adverse experiences from the past etc., with psychological support, make it possible to positively shift the emphasis in the interpretation of one's own failure and internal conflict [1-4].

The ecological approach in the formation of a constructive model of behavior, positive resolution of conflict situations in the educational eco-environment of an educational institution with the improvement of psychological influence and humanization of the system of the educational process is little studied.

**The purpose** of the article is to justify the psychological competence in overcoming the internal conflict of teachers within the framework of the ecological approach.

**Experimental part.** The formation process of the environmental culture of participants in the educational process regarding professional training should be carried out systematically, implementing the construct of three such leading factors: environmental education, environmental education, and environmental practical activity. In this regard, we have proposed the main elements of the formation of the environmental culture of students within the framework of the ecological approach, which create objective opportunities for prevention and overcoming the internal conflict of teachers. A model of psychocorrection of VC in the situation of psychosomatic disorders and a lecture course 'Correction-relaxation training Recovery of resistance to conflict personality' have been developed regarding the prevention of internal imbalance of teachers in the conditions of the eco-environment of higher educational institutions. Psychological support of teachers in the conditions of higher education is offered, which is a complex of psychologically determined measures that ensure the improvement of the effectiveness of pedagogical activities and the qualification of a person.

*The psychological competence of teachers within the framework of the ecological approach* is a systemic integrative quality of a specialist, which is determined by the ability to solve tasks of various levels in professional activity and various life situations in the context of formed values, experience, motives, individual characteristics and needs [1, 3].

*The ecological approach in overcoming the internal conflict of teachers* is a set of principles (conformity to nature, ecohumanism and cultural conformity) and methods that do not go beyond the eco-cultural competence of the individual, determined by such components as ecological consciousness, developed ecological thinking, motivation of ecological behavior, aesthetic perception environment, ecoethical values, individual personality traits (culture of health care, responsibility, empathy, creativity), conscious environmental activity both in the professional field and in the everyday life of a teacher, which contribute to overcoming conflicts in one's environment [2, 4].

Let's present a model (Fig. 1) of displaying the goals, the content of the prevention of internal conflict of the personality in the situation of psychosomatic disorders in the conditions of the ecological approach; the

method of its implementation is aimed at the expected result - the achievement of positive dynamics in the formation of psychological competence in persons with psychosomatic disorders.

The model is based on the synergistic principles of coherence of all elements interacting in the system of psychological training of the participants of the educational process in the minds of the eco-environment of higher education. Taking into account the fact that for modeling the educational process it is necessary not only to design a model, but also to determine the ways of its implementation in the educational process [158], in the structure of the model of the emergence and development of the personality of internal conflict, such research stages as motivational-organizational, cognitive-active, reflexive and productive.

At the *motivational and value stage*, professional motives (stable orientation of interests and needs) were determined, which are expressed in awareness of the social significance of one's activity and understanding of professional values aimed at self-realization in the process of activity. The criterion for the formation of the *cognitive stage* is the presence of scientific and theoretical (general cultural training), operational knowledge and abilities to organize professional activities. *The reflexive-regulatory stage* is characterized by the existing ability for self-regulation and reflection [1, 4].

Solving the problems of the internal conflict of the individual within the framework of the ecological approach can be seen in the formation of a constructive model of behavior, the resolution of conflict situations positively in the conditions of an educational institution with the improvement of psychological influence and the humanization of the system of the educational process. This approach can contribute to the improvement of interpersonal relations, the establishment of emotional contacts with one's environment, the improvement of professional development and the restoration of conflict resistance of teachers.

The so-called group work methods or social-psychological training to overcome conflict behavior in conditions of increased internal conflict could play a certain role in solving the listed tasks.

Active group methods contribute to the assimilation of knowledge and skills regarding the management of one's own emotions, the development of self-control and self-regulation skills in order to prevent neuropsychiatric disorders and behavioral abnormalities. Thus, the situation of group training makes it possible to investigate at the diagnostic and prognostic levels the peculiarities of the functioning and development of the personality: to activate the development of eco-awareness, self-awareness and professional self-determination.

The experimental base of the research during 2019-2021 was Mykhailo Kotsyubynskyi State Pedagogical University and Vinnytsia National Medical University. M.I. Pirogov The total number of the sample consisted of 242 people aged 17 to 65, majoring in 053 "Psychology" and 222 "Medicine".

With the help of the author's questionnaire, by using quantitative and qualitative evaluation criteria and based on the results of a medical professional advisory opinion (form No. 086), psychosomatically healthy persons (118 persons) were selected, who made up the control group (CG) of persons with a tendency to psychosomatic disorders (124 persons), who made up the experimental group (EG) of persons who were outpatients during the research period at the Consultative and Diagnostic Polyclinic Center of the VOKL named after M. I. Pirogov in connection with complaints of a psychosomatic nature. The number of the experimental group meets the requirements for the size of the sample, which can be subjected to statistical processing. The prerogative of this sample is that all groups belong to the educational environment of higher education institutions - both students and participants in the pedagogical process, in the conditions of which active psychosomatic destructions are signs of internal conflicts of teachers

As a preventive measure, we developed the lecture course 'Corrective-relaxation training Recovery of resistance to conflict personality' to avert the psychosomatic personality disorders in conditions of the increased internal conflict and implemented it during the educational process among a group of students of the Vinnytsia State Mykhailo Kotsyubynskyi Pedagogical University and the psychocorrective program for overcoming the internal conflict of teachers in the situation of psychosomatic disorders (PCPOIC) for participants in the educational process. However, the purpose of the article is not to characterize the results of its implementation, that is why we will continue the justification of the essence of psychological competence in overcoming the internal conflict of teachers within the ecological approach.

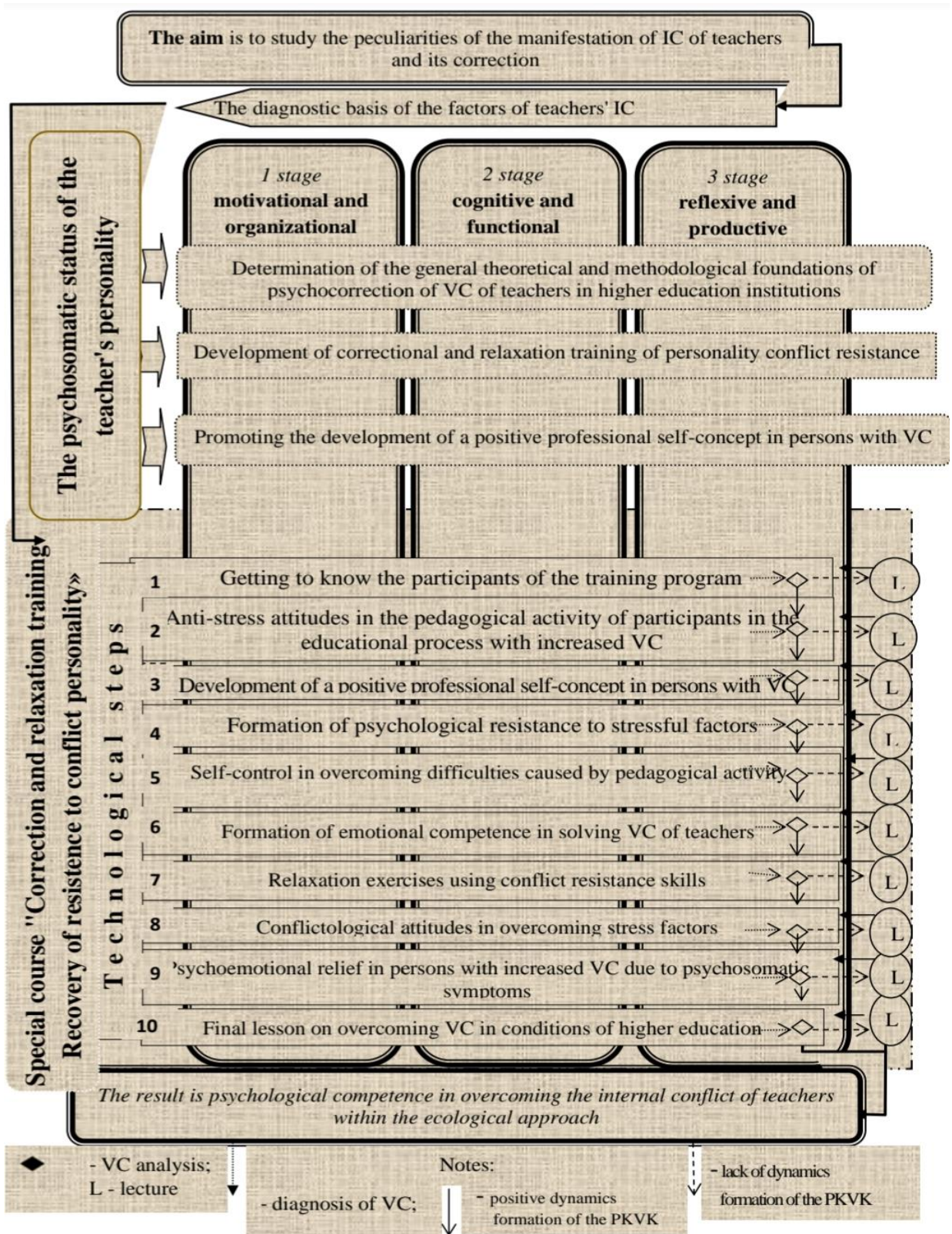


Fig. 1. Model of psychocorrection of IC in the situation of psychosomatic disorders

Students were taught to master the methods of psychocorrection of the development of internal conflict against the background of the peculiarities of the manifestation of psychosomatic complaints with the aim of forming divergent and systematic thinking and mastering psychological perception. They learned to develop a culture of life safety in the case of a tendency to psychosomatics and the formation of social orientation during the development of internal contradictions regarding health disorders. The

lecture material of the PCPOIC contained information about the content parameters of mental health and resources of conflict resistance of the individual, about the hierarchy of mental health indicators of students at the beginning and after the completion of psychocorrective work.

It should be noted that as a result of these implementations, the level of conflict resistance in terms of competence provision among teachers has significantly increased, which is shown in Table 1. The main measurements of conflict resistance were carried out by calculating the content parameters of internal conflict in the group of researched persons, because we consider conflict resistance as a personal trait of a pedagogical worker, which results from the very essence of psychological competence, which is determined by the level of one's own coherence in the eco-environment of higher education.

The comparative analysis of indicators in Table 1 shows the dominance of high and medium levels of conflict resistance (from 4 to 137 and from 23 to 69), which characterizes the studied persons as competent in overcoming difficulties and conflicts, internal uncertainties, optimization in situations of increased complexity, focus on constructive interaction in the conditions of choice and decision-making.

Table 1

**Levels of conflict resistance after conducting the psychocorrective program to overcome the internal conflict of teachers in the situation of psychosomatic disorders in the studied persons according to the content parameters of internal conflict**

№	The substantive components of conflict resistance	Levels of conflict resistance							
		Before the experiment			After the experiment			The general indicator	
		H	M	L	H	M	L	Before	After
1	Aggressiveness	134	66	35	49	23	18	0,97	0,37
2	Anxiety	182	18	11	14	15	91	0,87	0,5
3	Hostility	136	65	41	12	19	59	1,0	0,37
4	Conflict resistance	4	23	173	137	69	4	0,83	0,87
5	Role conflict	162	30	18	24	4	72	0,87	0,41

Note: H- high level, M- medium level, L - low level

Such personal characteristics of the teacher as aggressiveness, anxiety, hostility, low conflict tolerance and role conflict contribute to the development of internal conflict, while the use of adaptive forms of behavior, tolerance, flexibility and variability in matters that are not determined by principle and subjectivity (refusal of personal images, disagreements in choice, etc.), testify to cultural trends in accepting and experiencing conflict.

So, after the implementation of the PCPOIC and the psychocorrective training ‘Correction-relaxation training Recovery of resistance to conflict personality’, some changes took place in the control group of people and the group of researched people, which have somewhat different trends. The changes are significant at the level of 0.05 according to the indicator  $\chi^2 > 5.18$  and at the level 0.01 according to the numerical value  $\chi^2 > 9.172$  according to the degree of freedom - 2. In the process of further changes, the psychological support of respondents was involved through the application of preventive measures in the educational process of higher education.

**Results and their discussion.** Given the fact that the educational process represents increased tension in the sphere of interpersonal communication, an unfavorable psychological atmosphere regarding the interaction ‘teacher - student’, and even ‘student - student’, unclear organization and planning of activities, we observe the psychological exhaustion of the personality of the future specialist: emotional arousal, negative self-perception of professional experience, low self-esteem, irritability, tension, anger, mood swings towards pessimism, apathy, depression, cynicism, psychosomatic disorders (fatigue, disorders of the gastrointestinal tract, diseases of the skin, cardiovascular system). Therefore, guided by this symptomatology, during the lectures we implemented training exercises with the goal of relaxation in order to preserve psycho-emotional reserves in the body [3, 4].

To overcome excessive psycho-emotional stress during the achievement of pedagogical education, systematic work on increasing the level of psycho-emotional culture of the teacher himself plays a major role. We consider its main component to be the psycho-emotional stability of the individual, which allows you to resist emotional imbalance during the educational process. A high level of psychological stability forms in them emotional sensitivity, plasticity in terms of quick response to emotional shifts of students, expressiveness in movements, gestures, posture, facial expressions and speech [1, 2, 4].

For the people of the experimental group, we offered work with the rehabilitation goal of restoring the state of optimal functioning of the human body and with preventive intentions, identical to that for the group of students. Rehabilitation of persons with psychosomatic disorders in a situation of increased internal conflict was a set of measures that must be carried out to have a favorable effect on the main cause of the disease, as well as to ensure the best opportunities for the physical, social and mental state of patients, with the aim of independent prevention or restoration of health in them with the loss of normal life in the sociometric dimension. Rehabilitation should not be considered as an isolated form of therapy, it should be included in the overall psychotherapeutic process.

The psychocorrective program contained a set of training exercises aimed at improving psychological culture, developing self-knowledge, self-actualization, improving reflective personality characteristics, and involves mastering the techniques of voluntary mental and psychophysical self-regulation. The psychocorrective complex combined techniques of self-regulation of the emotional state, control and change of somatic manifestations of emotions, techniques of normalization of the psycho-emotional state through the physical state of the body - physical therapy exercises, techniques of relaxation and removal of psychological barriers, techniques of harmonious breathing, psychophysical training. The development of individual properties and mental functions of a person, which determine psychological stability, involved the correction of self-esteem, the study of personal strengths, the development of self-confidence, the formation of willpower, training arbitrary attention, visualization [1, 4].

Effective, in our opinion, is the secondary psychoprophylaxis of psychosomatic disorders (detection of emotional states in employees, which are prerequisites for functional changes with somatic manifestation of symptoms) and their psychological correction, which is based in the context of psychological support of teachers. Psychological support makes it possible to more actively engage not only social, but also personal interests of employees: it increases internal comfort in professional activities, contributes to the normalization of the level of tension of their work in conditions of higher education and reduces the number of stressful situations (relatively, reduces the level of emotional tension and anxiety), increases the degree satisfaction with one's own work results and enables professional growth of the individual, which reduces the likelihood of psychosomatic disorders.

*Psychological support of teachers in the conditions of higher education* is a complex of psychologically determined measures that ensure the improvement of the effectiveness of pedagogical activity and the qualification of a person [1, 3].

Currently, there are two approaches regarding its effectiveness in the conditions of institutions of higher education for persons with increased internal conflict. In the context of the first approach, the process of psychological support is presented as primary assistance in adapting a person (teacher) to the conditions of the educational environment. The basis of its content is the change of dynamic stereotypes, which involves the consolidation of certain motivational attitudes (in response to inhibitory stressogens in the conditions of pedagogical activity), another approach is due to the active interaction of the object of psychological support with the pedagogical team. According to the indicated trends, Yurii Slyusarev defines it as a complex of psychological influence on the personality, the main task of which is self-disclosure and activation of self-development of a person, which are achieved through self-discovery and self-development [2, 4].

Therefore, the concept of 'psychological support' is not a purely theoretical description of help to those in need, since its essence is a reflection of the structure of psychological support (goals and tasks, principles, methods and means), as well as its separation from close ones in terms of content: 'psychological correction', 'psychological help', 'psychological rehabilitation', etc.

The essence of such a psychocorrective stage of research lies in: formation of professionally significant features of teachers, their emotional and volitional sphere; mastering the skills and abilities of non-conflict communication with others (identification of priorities, anxiety management, protection of one's rights, holistic and selective perception and control of the situation), formation of conflict resistance and psychocorrection of negative mental states; teaching techniques and methods of self-regulation. The expected results of the study are a decrease in the intensity of anxiety, which determines the mechanism of the development of internal conflicts and their impact on the psychosomatic status of the personality of teachers [1].

It is this approach that must be combined with a complex of psycho-prophylactic measures in the social environment (proper material and household support, creation of optimal conditions for professional activity and formation of a positive social and psychological climate in the team, educational work on leading a healthy lifestyle and prevention of the influence of psycho-traumatic factors, etc.).

It is important to emphasize the importance of adaptation of employees to the introduction of innovations in the educational environment of higher education institutions. They are often accompanied by the 'breaking' of the old and the formation of a new dynamic stereotype and the associated neuropsychological tension. Psychological support in this case is focused on ensuring quick adaptation to new conditions of pedagogical support. Usually, the adaptation of teachers to intellectually and emotionally intense types of activities lasts for 3-5 years, which is often due to a high level of neuropsychological tension. Accordingly, a person either internalizes the specifics of activity through internal conflict, or adapts to it, allowing himself negative reactions as a psychological defense in the development of psychosomatic disorders [2, 3].

When creating a psychocorrective program, it is worth focusing on the restoration of a person's psychological health, taking into account his personal characteristics, which are often factors in the development of internal conflicts among teachers. Internal conflict is determined by the following *socio-psychological (objective) factors that manifest themselves in interpersonal interaction* [1, 4]:

- unfavorable socio-psychological climate, in which there is no unity of values and orientation, and low team cohesion;
- an anomaly of social norms accepted in society (when the contradiction between accepted and observed social norms creates double standards), and the individual demands from others a certain style of behavior that he does not follow himself;
- inconsistency of social expectations with performance of functional duties and implementation of social roles;
- cognitive dissonance in relations between managers and subordinates; generational conflict associated with differences in people's behavior and life experience; communication barriers;
- dissatisfaction with territorial placement in the workforce; the presence in the informal structure of the working group of a destructive leader who, pursuing purely personal goals, is able to rally around him a group that is focused exclusively on him, and accepts the orders of the management or the formal leader only after the approval of his leader; difficulties of social and psychological adaptation of newcomers to the team;
- respondent aggression (indignation is directed not at the source of suffering, but at loved ones, colleagues);
- psychological incompatibility of some members with each other; the difference in the level of intelligence can become a prerequisite for conflict not by itself, but in connection with its manifestation in the behavior of communicating people.

In the role of *subjective factors* of the emergence of internal conflict, we distinguish such character traits of a teacher as the desire to dominate anything, to be the first, to have the 'last word'; to be so 'principled' that it pushes other team members to hostile actions and deeds; excessive directness in statements and judgments; criticism, especially unfounded, insufficiently reasoned criticism; bad mood, especially if it is systematically repeated; conservatism of thinking, views, beliefs, reluctance to overcome outdated traditions in the life of the team, which became a brake on its development; the desire to tell the truth and unceremonious interference in personal life; the desire for independence, which turns into a desire to do 'whatever I want', which collides with the wishes and opinions of others; excessive persistence bordering on obsession; unfair assessment of the actions and actions of others, belittling the role and significance of another person; inadequate assessment of one's capabilities and abilities, especially their overestimation; inappropriate initiative etc. [3].

**Conclusions.** Thus, neuropsychological overfatigue and imbalance, which are caused by living conditions and official activities, serve as a need to neutralize negative psychological effects on the personality of the teaching staff and remove their post-stress states. And in the system of professional training of future specialists, specialized courses on overcoming internal conflict among teachers in the context of an ecological approach, business communication, official etiquette, trainings and practical classes in which the acquired knowledge can be translated into a system of skills and abilities of internal management should be mandatory conflict at the stage of its origin, development and resolution.

**Prospects for further research.** The conducted research does not pretend to be a complete consideration of all aspects of the formation of the psychological competence of teachers within the framework of the ecological approach. It is necessary to study this topic in such directions as determining other factors that influence the formation of eco-cultural competence of future teachers, their interaction; search for other pedagogical conditions for the formation of eco-cultural competence of future teachers.

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