

As a manuscript

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**ENSURING THE SOCIAL SAFETY OF THE TEACHER BY MEANS OF
OVERCOMING PROFESSIONAL DEFORMATION**

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ABSTRACT

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GENERAL DESCRIPTION OF WORK

The relevance of research. Problems of a teacher's social safety, his security in modern society, in professional activities become relevant in a rapidly changing educational space. In the context of changes in educational policy, the introduction of new educational standards, raising the level of requirements for the educational process and its results, the readiness for these changes of the key participant in the educational process - the teacher himself, with his professional problems and barriers that inevitably arise in the process. The transition to another reality, a new educational plane necessarily causes the teacher a complex of psycho-traumatic factors and professional difficulties. Personality deformations arising in the process of professional activity lead to social maladjustment, loss of social safety, demotivation, and ultimately a decrease in the teacher's social security. Professional deformations are manifested in reduced adaptability to changing conditions of professional activity, pronounced violations of the integrity of the employee's personality, professional burnout, and even departure from the teaching profession. This set of problems is directly related to issues of the teacher social safety.

Professional activity has a powerful deforming effect on the personality of a person in comparison with other types of activity and entails the occurrence of inevitable and regular differences in professional personality types. Ensuring the social safety of the teacher as the most important participant in the educational process, the formation of his state of security in the professional sphere and modern society should become one of the main areas of work to preserve and improve the teaching staff in educational organizations.

The degree of knowledge of the problem. The problem of social security of a teacher is multidimensional and interdisciplinary, has a universal character, significant for various professional categories of citizens and is considered in the plane of social and personal safety levels. The fundamentals of public safety were studied by foreign and Russian scientists (R. Aron, I. A. Baeva, E. V. Barkovskaya, V. I. Volkovsky, T. I. Ezhevskaya, V. N. Kuznetsov, U. Lippman, A. Maslow, F.K. Mugulov, V. B. Pugin, J. Rosenau, A. L. Romanovich, S. I. Samygin, K. Waltz, A. Yu. Chmyhalo, etc.). The study of the problem of personal security in the social sphere was carried out by Bayeva, A.A. Baranov, E.V. Barkovskaya, I.V. Demin, T.I. Ezhevskaya, N.S. Efimova, N.D. Kazakov, P.A. Kislyakov, M.A. Kotik, M.B. League, G.A. Nikolaev and others. K.A. Abulkhanova-Slavskaya, N.A. Golikov, E.F. Zeer G.M. P.A. Kislyakov, G.M. Kodjaspirova, E.A. Klimov, I.Yu. Kuznetsov, L.M. Mitina, F. Parsons, V.B. Pugin et al. Certain aspects of the teacher's social security have been studied by I.A. Bayeva (psychological safety of a teacher), A.A. Baranov (security of the person in the social and educational environment), N.S. Efimova (safe professional activity of a teacher), P.A. Kislyakov (social safety of the future teacher), etc.

The problem of professional deformations is also the subject of study in various areas of the work. According to the researchers of the professional activity,

the most pronounced professional deformation of the personality is manifested in the professional sphere “person-person”. The causes of professional deformations are: low level of professional competence in the communicative, motivational, emotional sphere; low level of theoretical knowledge; excessive overload, stressful nature of the activity, etc. The factors that lead to the emergence of professional deformities among teachers wrote: S.P. Beznosov (basics of professional deformations), L. A. Kitaev-Smyk (communication sub-syndrome), N. A. Podymov (affective disorders of the system of dispositional regulation of communicative influence processes), L. N. Sobchik, A. K. Markova (pedagogical complexity situations), L. M. Mitina (individual characteristics and mental states), etc. Various aspects of psychological protection were discussed in the works of both foreign and domestic scientists: B. G. Ananiev, F. B. Bassin, L. Bozovic, K. Zamfir, B.V. Zeigarnik, E.I. Kirshbaum, A.A. Nalchadjian , N.V. Prokoptsev, V.S. Rottenberg, E.T. Sokolova, etc.

The number of adverse factors affecting professional activity includes the presence of internal problems of the teacher (household disarray, negative living environment, etc.) and external factors (crisis changes in society, increasing requirements for professional activity, the state of uncertainty of the future, and .d.) In connection with external influences, as well as internal stress symptoms, increased demands on psychological stability are imposed on employees of the pedagogical sphere. With this in mind, a number of researchers (E.S. Asmakovets, V.M. Genkovsk, L.M. Mitina, A.A. Nalchadjyan and others) draw attention to the need for teachers to develop professional competencies to overcome critical situations and overcome negative effects of professional activity.

At the same time, the issues of overcoming professional deformations as a factor in ensuring the teacher social safety have not yet been raised.

Based on the analysis of philosophical, psychological and pedagogical literature and the study of existing experience in ensuring the teacher’s social safety , we identified contradictions between:

- 1) the need to ensure the social security of the teacher and the damaging effects of professional deformations;
- 2) the increased need of educational structures in competent teachers and the lack of educational programs to overcome the professional deformations of the teacher as a means of ensuring social safety.

The aforementioned contradictions determined the research topic and identified the problem: what are the social and pedagogical conditions for ensuring the teacher’s social security by means of overcoming professional deformations? Based on this, the topic was determined: «Ensuring the social safety of the teacher by means of overcoming professional deformations».

Purpose of the study. To establish, to substantiate theoretically and experimentally the socio-pedagogical conditions for ensuring the teacher’s social safety by means of overcoming professional deformations.

Object of study. The process of ensuring a teacher’s social safety in the conditions of advanced training.

Subject of study. Socio-pedagogical conditions for ensuring a teacher's social safety by means of overcoming professional deformations.

Research hypothesis. Ensuring a teacher's social safety by means of overcoming professional deformations will be effective if:

- the reasons for the emergence of professional deformations among teachers were established and the possibilities for overcoming them were determined;

- criteria, indicators are defined and levels of social safety of the teacher are characterized.

- a pedagogical model of ensuring teacher's social safety has been developed by means of overcoming professional deformations;

- the implementation of the following social and pedagogical conditions was ensured: participation in the development of the regulatory framework of the educational organization, local acts, the implementation of which is aimed at overcoming professional deformations; integration into the educational activities of the results of current research on the formation of the social safety of the teacher; development and implementation of an educational program aimed at improving professional competencies as a basis for overcoming professional deformations; the formation of specific professional competencies associated with a constructive change in the personality of the teacher.

According to the purpose and hypothesis of the study, the following tasks are formulated:

1. To establish the causes of professional deformations in teachers and determine the possibilities for overcoming them.

2. To clarify the concept of "social security of a teacher" and determine the criteria, indicators and characterize the levels of a teacher social security.

3. To justify the pedagogical model of ensuring teacher's social safety by means of overcoming professional deformations.

4. Theoretically substantiate and experimentally test the socio-pedagogical conditions for the implementation of the pedagogical model of effectively ensuring the social safety of the teacher by means of overcoming professional deformations.

The methodological basis of the research is the psychological theories of personality (B. G. Ananiev, L. I. Antsiferova, A. A. Bodalèv, L. S. Vygotsky, A. N. Leontiev, B. F. Lomov, A. Maslow, S. L. Rubinstein and others), the theory of psychological readiness and teacher training for activities (A.A. Derkach, E.N. Dmitrieva, I.A. Zimnyaya, N.V. Kuzmina, A.K. Markova, L. M. Mitina, VA Slastenin, etc.); theory of learning and its psychological and pedagogical support (B. G. Ananiev, L. S. Vygotsky, I. A. Zimnyaya, N. V. Kuzmina, B. F. Lomov, V. V. Ryzhov, V. D. Shadrikov, V. .A. Yakunin and others.).

The theoretical basis of the study was:

- work in the field of social security: to ensure the safety of the social environment (E. V. Barkovskaya, V. I. Volkovsky, I. V. Demin, N. D. Kazakov, M. B. League, G. A. Nikolayev, A. .L.Romanovich, S.I. Samygin and others), to ensure the security of the individual (I.A. Baeva, A.A. Baranov, T.I. Ezhevskaya,

N.S. Efimova, P.A. Kislyakov, A. Maslow, L.A. Mikhailov, F.K. Mugulov, V. B. Pugin, L. Yu. Sirotkin and others);

- works in the field of overcoming professional deformations (S.P. Beznosov, N.A. Podymov, E.V. Rudensky, N.V. Prokoptseva, N.S. Pryazhnikov, E.E. Symanyuk, I.A. Usacheva and other);

- works in the field of professional activity (KA Abulkhanova, EF Zeer, IA Zimnyaya, N.S. Efimova, N.V. Kuzmina, A.K. Markova, L.M. Mitina, etc.).

The study is based on the following regulatory framework:

- at the federal level: Federal Law dated December 29, 2012 No. 273-ФЗ "On Education in the Russian Federation"; Federal Target Program for the Development of Education for 2011-2015; Executive Order of the Government of the Russian Federation of 05.15.2013 № 792-p "On approval of the state program of the Russian Federation" Development of Education "for 2013-2020"; Federal target programs for the development of education for 2011-2015, 2016-2020, etc.;

- at the republican level: Comprehensive program "Strategy of development of education of the Republic of Tatarstan" Kiluchuk "for 2010-2015"; the state program "Development of Education and Science of the Republic of Tatarstan for 2014-2020" (approved by the Cabinet of Ministers of the Republic of Tatarstan of February 22, 2014 No. 110); The state program "Implementation of the state national policy in the Republic of Tatarstan for 2014-2016"; methodical recommendations "Organizational and methodological support of competitions and events" (order of the Ministry of Education and Science of the Republic of Tatarstan of August 29, 2014 No. 4948/14); "Regulations on the personified system of professional development of education workers of the Republic of Tatarstan"; "Regulations on the Republican Expert Council for the evaluation of programs (models) of additional professional education"; "Regulations on the selection of additional professional programs (modules) of advanced training of education workers of the Republic of Tatarstan" (approved by the order of the Ministry of Education and Science of the Republic of Tatarstan dated November 12, 2014 No. 6492/14), etc.

In the course of the work, the following methods were used: theoretical (research of philosophical, pedagogical, psychological literature, regulatory documents, analysis, synthesis, pedagogical modeling, comparison, synthesis), empirical (generalization of pedagogical experience, pedagogical observation, questioning, testing, experimental evaluation (at ascertaining and formative stages of the experiment), statistical (processing of experimental data based on statistical tools, quantitative and qualitative Aliz results of the experiment).

Experimental base. The study was carried out on the basis of the state autonomous educational institution of additional education "Institute for the Development of Education of the Republic of Tatarstan" in cooperation with the basic sites - general educational organizations: MBOU "Average (Tatar-Russian) secondary school No. 98" in Kazan, MBOU "Average secondary school No. 78 "Kazan, MBOU" Lyceum No. 1 "of Zelenodolsk municipal district of the Republic of Tatarstan", MBOU "Gymnasium No. 3 of the Zelenodolsk municipal

district of the Republic of Tatarstan" MBOU "Gymnasium No. 10 Zelenodolsk the Municipal District of Tatarstan "and others. 95 teachers of general education institutions, additional education organizations that were trained at the Institute of Education Development of Tatarstan took part in the experiment.

Stages of research. The work was carried out from 1996 to 2017 within three stages.

The first search and analytical stage (1996-2011) was devoted to the study of the current state of the problems of social security, professional difficulties, barriers and deformations of teachers; analysis of philosophical, pedagogical, psychological and special literature, regulatory framework; generalization of experience in supporting professional activities of teachers; determination of the research topic, initial parameters of the experiment, hypothesis, theoretical and methodological foundations of the study, the base of the experiment; the development of research methods and programs.

At the second organizational and experimental stage (2011-2016), stating and formative experiments were carried out, during which the research hypothesis was specified and corrected, the socio-pedagogical conditions for ensuring social safety were clarified and verified by means of overcoming professional deformations in the system of professional education of teachers.

During the third summarizing stage (2016-2017), the generalization and refinement of theoretical material, individual theoretical principles, statistical processing and analysis of the obtained experimental results were carried out; conclusions were formulated and the text of the dissertation was formed, the results of the research were introduced into practical activity.

The **scientific novelty** of the research is the following.

1. The specificity of ensuring teacher's social safety has been determined by means of overcoming the teacher's professional deformations: the development of teachers' professional competencies; actualization of value orientations of the teacher in accordance with the professional standards of the teacher; freedom of choice of educational trajectory; assimilation by teachers of ways to ensure their own social security; consideration of the behavioral characteristics of the personality of the teacher.

2. The concept of "social safety of a teacher" is clarified, which is presented as an integrative property of an individual, ensuring the elimination of threats to professional activity that is personal in nature and depends on the level of professional competence of a teacher, which is an individual system of values, knowledge, skills and abilities of a teacher who has ways to overcome professional deformations.

3. The criteria for ensuring the social safety of the teacher (communicative, emotional, motivational-need, activity) are formulated and substantiated.

4. A pedagogical model for ensuring teacher's social safety in the vocational education system has been developed and experimentally tested with the following structure: the target component, which includes the purpose and objectives of the research being conducted; theoretical and methodological components that

describe the principles of socio-pedagogical conditions for ensuring the social safety of the teacher by means of overcoming professional deformations; informative component with the main areas of work; the procedural component, which is a set of forms and methods of pedagogical activity to ensure the social safety of the teacher in the vocational education system; diagnostic and performance component, which includes criteria (communicative, emotional, motivational and need, activity) and levels (high, medium, low) of social safety of the teacher.

5. Developed and experimentally tested social and pedagogical conditions for ensuring social safety of the teacher by means of overcoming professional deformations: participation in the development of the regulatory framework of the educational organization, local acts, the implementation of which is aimed at overcoming professional deformations; integration into the educational activities of the results of current research on the formation of the social safety of the teacher; development and implementation of an educational program aimed at improving professional competencies as a basis for overcoming professional deformations; the formation of specific professional competencies associated with a constructive change in the personality of the teacher.

The **theoretical significance** of the study is represented by a definite contribution to the theory and methodology of the teacher's professional activities. The results enrich the scientific understanding of the social safety of the teacher. The study revealed the specifics of ensuring the social safety of the teacher by means of overcoming professional deformations; revealed the potential of the system of vocational education to ensure the social safety of the teacher; clarified the concept of "social security of a teacher"; criteria of social safety of a teacher are defined and justified; social-pedagogical conditions and a pedagogical model for ensuring the social safety of the teacher were developed.

The **practical significance** of the study lies in the possibility of using its results to build effective models for ensuring the teacher's social security by means of overcoming professional deformations. The results of the study can be used in the implementation of the educational process in the system of vocational education, as well as methodological support of the teacher's professional activities in educational organizations of various types and types. The results obtained in the monograph, textbooks provide teachers with scientifically based conclusions and recommendations for ensuring the teacher's social security. The research materials are introduced into the content of training modules for professional education programs for teachers, methodological support of professional activities of teachers of educational organizations of various types and types of the Republic of Tatarstan.

Validity and authenticity. The validity and reliability of the research results is due to the holistic methodological basis, the absence of contradictions in the initial theoretical positions, the use of proven analytical and research tools; provided with the use of a set of adequate theoretical, empirical research methods, experimental confirmation, representativeness of samples and reproducibility of

research results, quantitative and qualitative analysis of research results, processing of results by appropriate statistical methods, personal pedagogical experience as a methodologist in the municipal education authorities of Zelenodolsk District of the Republic of Tatarstan (1996–2006), Lead Consultant, Head of his sector in the Ministry of Education and Science of the Republic of Tatarstan (2006–2011), lecturer at the Department of Life Safety at the Tatar State Humanitarian-Pedagogical University and Kazan (Volga Region) Federal University (2008–2012), Head of the Municipal Education Authorities of the Zelenodolsk District of the Republic Tatarstan (2011–2013), Researcher, Senior Methodologist, Head of the Project Office of the Institute of Educational Development of the Republic of Tatarstan (2014–2017).

Testing and implementation of research results. Testing and implementation of the research results was carried out within the framework of experimental work and was covered at scientific conferences of international and All-Russian level: the International Forum “Tolerance is the “olive branch” of mankind at the stage of the historical fault, dedicated to the 70th anniversary of the UN and UNESCO (Kazan, 2016).); V international scientific conference "Physical culture, health, sport and longevity" (Rostov-on-Don, 2016); XIII International Scientific and Practical Conference "Actual issues of the development of vocational education and the economy in modern society" (Yekaterinburg, 2016); XXIV International Conference "New Technologies in Education" (Taganrog, 2016); International conference "Integration of science and education in higher and secondary specialized educational institutions of culture and arts of the Volga Federal District" (Kazan, 2017); X All-Russian Congress "The Health of the Nation is the Basis of Russia's Prosperity" (Moscow, 2016); All-Russian scientific-practical conference "Physical culture and sport in the education system of Russia: innovations and development prospects" (St. Petersburg, 2016); XI All-Russian Congress “Nation's Health is the Basis of Russia's Prosperity” (Moscow, 2017), All-Russian Scientific and Practical Conference “Physical Culture and Sports in the Russian Education System: Innovations and Development Prospects” (St. Petersburg, 2017) .

The results of the study are reflected in the monograph, 2 textbooks, 25 published articles, 4 works in scientific journals from the list of the Higher Attestation Commission of the Ministry of Education and Science of the Russian Federation. The results of the study are implemented in the educational activities of the GAOU DPO "Institute for the Development of Education of the Republic of Tatarstan", as well as in educational organizations - the basic sites of the Institute of Educational Development of the Republic of Tatarstan.

The following provisions are to be defended:

1. Overcoming professional deformations is an integral multi-level process, considered as a set of measures aimed at the formation of professional competencies in a teacher. Overcoming of professional deformations is achieved by improving the professional competencies of a teacher in the communicative, motivational and need, emotional and activity areas.

2. The teacher's social safety is an integrative property of the individual, ensuring the elimination of threats to professional activities that are personal in nature and depends on the level of professional competence of the teacher, representing the individual system of values, knowledge, skills, and skills of the teacher who has mastered the ways to overcome professional deformations.

3. The specifics of ensuring the social security of a teacher consists in overcoming professional deformations and is ensured by the features of work organization that allow: to increase the level of manifestation of the teacher's communicative qualities in the communicative sphere; overcome manifestations of emotional burnout in the emotional sphere; change towards the development of the motivational-need type of personality of the teacher in the motivational-need sphere; ensure the adequacy of pedagogical activity on the basis of improving the competence of the teacher in activity sphere.

4. The criteria for teacher's social safety are: communicative, responsible for the manifestation of sociability, inclination to cooperate; emotional, which includes the formation of adequate emotional responses in critical situations; motivational need, expressed in the formation of motivation for educational activities; activity, describing the sustainable functioning of the subject of activity, the presence of his characteristic pedagogical profession qualities. Typical levels (high, medium, low) characterize the qualitative changes in ensuring the social safety of the teacher.

5. For the effective implementation of the pedagogical model of ensuring social safety of a teacher by means of overcoming professional deformations, it is necessary to observe the following social and pedagogical conditions:

- participation in the development of the regulatory framework of the educational organization, local acts, the implementation of which is aimed at overcoming professional deformations;

- integration into educational activities of the results of current research on the formation of social safety of the teacher;

- development and implementation of an educational program aimed at enhancing professional competencies as a basis for overcoming professional deformations;

- the formation of specific professional competencies associated with a constructive change in the personality of the teacher.

Dissertation structure. The structure of the thesis is made in accordance with the logic of scientific research. The text of the thesis contains an introduction, two chapters, conclusion, list of references, consisting of 226 sources in Russian and English, as well as 6 applications. The thesis contains illustrations with 8 tables, the total volume of the main text is 142 pages.

MAIN CONTENTS OF WORK

The **introduction** justifies the relevance of the chosen topic, characterizes the degree of elaboration of the problem, formulates the object, subject, goal, main objectives and hypothesis of the study, determines the methodological foundations and theoretical positions, reveals the scientific novelty, theoretical and practical significance, methods and main stages of the study submitted to the defense, provides information about the approbation and implementation of the results of experimental work.

The first chapter «**Theoretical aspects of overcoming difficulties, barriers and professional deformations of the teacher's personality as a means of ensuring social safety**» reveals the initial concepts of the research problem, analyzes the main components of the difficulties, barriers and professional deformations of the teacher and the possibility of overcoming them. Professional deformations in the communicative, emotional, motivational-need and activity areas of the teacher's personality have a pronounced effect on the teacher's professional activities and social security. Safety implies the absence of threats and dangers to the existence, functioning of an object or a social system, resistance to various hazards with an appropriate margin of safety, opportunities to prevent, evade and overcome threats and dangers. Theoretical analysis showed the relationship and interrelation of the initial concepts of the study: "security", "social safety", "personal safety", "professional security".

The concept of "social safety of a teacher" is clarified, which is presented as an integrative property of an individual, ensuring the elimination of threats to professional activity that is personal in nature and depends on the level of professional competence of a teacher, which is an individual system of values, knowledge, skills and abilities of a teacher who has skills in overcoming professional deformations.

It is noted that a high level of professional competence, sufficient formation of safe personal characteristics and knowledge and information bases of professional activity are essential elements in ensuring the social safety of the teacher. Immersion in the pedagogical profession leads to the formation of special qualities characteristic of a teacher, which facilitate the implementation of professional activities and lead to the development of optimal methods and techniques for its implementation. The qualities necessary for safe professional activity of a teacher, confirming his high level of professional competence, are given in the professional standards of teachers. Achieving the characteristics of a teacher described in professional standards and overcoming the professional deformations of a person that arise in the course of an activity in order to meet the standard requirements are an important direction in ensuring the teacher's social security. The components of teacher's social safety are identified (communicative, emotional, motivational-need, activity). The criteria for assessing the social safety of a teacher by means of overcoming professional deformations for each component are formulated. Each criterion is differentiated according to the levels of social safety (high, medium, low), which correspond to certain professional characteristics of a teacher in a communicative, emotional, motivational, need,

activity sphere of a teacher's personality. The criteria for assessing the social safety of a teacher by means of overcoming professional deformations are summarized.

The second chapter «**Organization of pedagogical activity to ensure social security of a teacher by means of overcoming professional deformations**» reveals and substantiates social and pedagogical conditions and pedagogical model for overcoming difficulties, barriers and professional deformations as a means of social security of a teacher, describes the organization, course and results of experimental work. The following socio-pedagogical conditions for the formation of a teacher's social security are determined and substantiated by means of overcoming professional deformations:

I. Participation in the development of the regulatory framework of the educational organization, local acts, the implementation of which is aimed at overcoming professional deformations.

Vocational education of teachers is a multi-level pedagogical system based on the personal approach to the teacher. One of the effective directions for the formation of a social security teacher by means of overcoming professional deformations is to increase the level of competence of teaching staff, which is the essence of the work of the vocational education system. The adoption of relevant regulatory documents in the system of professional education of teachers, local acts of educational organizations to support their activities will effectively develop the following areas of scientific and innovation activities: the professional development of leadership and pedagogical educators, the implementation of a professional standard; monitoring studies and information and analytical support for the diagnosis of professional difficulties, barriers and deformations of the teacher; organizational and methodological support of education workers with professional deformations; generalization and dissemination of innovative pedagogical experience in overcoming professional deformations as a means of ensuring the social safety of a teacher.

II. Integration into educational activities of the results of current research on the formation of social safety of the teacher.

At the federal and republican levels, projects are being developed and implemented within the framework of various educational programs to improve the personnel of the education system: the creation of a database of information technology support of the Republican system of certification of teaching staff; participation in the project for the creation of a personalized system of advanced training of education workers of the Republic of Tatarstan; activities of the "achievement in all regions of the Russian Federation of the strategic orientations of the national educational initiative" "Our New School" of the Federal Target Program for the Development of Education (FTPD 2016-2020). On the basis of the Institute of Education Development of the Republic of Tatarstan, there is a project office to improve the professional competencies of teachers of education, on the basis of which implementation and implementation of relevant activities to improve the teaching staff are carried out, comprehensive practical work is carried out to assess the level of development of competencies, effective leadership and

work skills in a team; skills of planning and adaptation to changes, skills of delegation of tasks; possession of persuasion techniques and effective communication; strengths and problematic sides of the participants of the potential capabilities of the participants and their readiness for development and overcoming of professional problems and difficulties. According to the results of a comprehensive assessment, an individual trajectory is built up to further improve the professional development of teachers.

III. Development and implementation of an educational program aimed at improving professional competencies as a basis for overcoming professional deformations.

The substantive activities of the Institute of Educational Development of the Republic of Tatarstan and educational organizations - internship and basic sites of the Institute, are based on a complex of additional professional development programs for teachers and executives, and in particular, implemented by the author of additional professional education programs: "Improving the professionalism of the teacher of physical education "And" Fundamentals of life safety "taking into account tr GEF and special educational needs "; "Support of the organization of physical culture and sports work on the implementation of the All-Russian physical culture and sports complex" Ready for Labor and Defense "; "Comprehensive safety educational organization." As part of the "Psychological and Pedagogical Basics of Professional Activity" section, which is mandatory for additional professional education programs, approbation, introduction of educational modules to overcome professional deformations, involving the diagnosis of professional deformations among teachers, improvement of professional competence, providing each teacher with an opportunity to study him / herself to set goals for change, to realize the main directions of self-change and self development, acquire self-esteem and mutual evaluation of the colleagues to master basic skills of pedagogical diagnostics in the process of group activities.

IV. Formation of specific professional competencies associated with a constructive change within a teacher personality..

The main competencies are highlighted, the improvement of which leads to constructive personality changes according to the criteria of teacher's social safety. Providing social security according to the communicative criterion requires the improvement of competences related to the social interaction of a person and the social sphere: competences of social interaction (with society, team, participants in the educational process, etc.), competence in communication (oral, written, adherence to traditions, etiquette, business communication, correspondence, etc.). Ensuring the social security of a teacher according to the emotional criterion is achieved by improving the competencies related to the person as a person, a subject of activity: citizenship competence (responsibility, professional duty, etc.), self-improvement competence (self-regulation, self-development, sense of professional activity, adaptation to new conditions and others). The motivational and need criterion of social security implies the improvement of health-saving competencies (safe professional activities, responsibility for the health of

participants in the educational process, etc.), competence of value-semantic orientation (the value of life, health, safety, self-actualization in the professional environment, etc.); competences of integration (situational-adequate updating of knowledge, increasing the increment of accumulated knowledge, etc.). According to the activity criterion of a teacher social safety it is necessary to improve the competences related to human activity: competences of cognitive activity (solving cognitive tasks; non-standard solutions, setting problem situations, productive and reproductive knowledge, research, intellectual activity), competences of activity (planning, designing, modeling, forecasting, research activities, etc.), competence of information technologies (reception, processing refusal, issuance of information, possession of Internet technologies, etc.).

The implementation of the examined social and pedagogical conditions required the development of a pedagogical model for ensuring the teacher's social security by means of overcoming professional deformations (Annex 1).

Target component model. The target component of the model determines the purpose and objectives of the study. The goal is to ensure teacher social safety by means of overcoming professional deformations. Tasks: actualization of problems of ensuring social safety of a teacher, arising in the process of professional activity; generalization of materials for overcoming difficulties, barriers and professional deformations as a means of ensuring the social safety of the teacher; support of an adequate system of professional activity of a teacher; creating a system for assessing the social security of a teacher as a subject of professional activity in the education system.

Theoretical and methodological component of the model. The theoretical and methodological component of the model contains general (activity, individual and differentiated approach, personal-oriented, value-oriented, practice-oriented) and particular principles (to overcome professional deformations, social security, increase competence, self-regulation and self-control, prevention) and social and pedagogical conditions for ensuring social safety of a teacher by means of overcoming professional deformations.

The process component of the model. The content-procedural component of the model contains socio-pedagogical conditions, the content of the work, the forms and methods used in working with teachers to overcome professional deformations, as a means of ensuring social security. The substantive component of the model includes organizational and pedagogical activity to overcome professional deformations, which is a program of constructive change within the teacher's personality in order to ensure his social safety. This activity is described in the monograph "Diagnosis and overcoming of professional deformations of a teacher's personality" and author's textbooks "Social safety of a teacher", "Social safety of a teacher. Professional aspect. The procedural component of the model is a set of general and special methods and forms of work. In particular, among the methods, active and passive teaching methods are singled out, general ones are highlighted (dialogue, explanation, demonstration, inclusion of social and pedagogical activity); private (conversation, role-playing games, debates, projects,

self-control, self-regulation, training). The forms of work used are social, collective, educational, interactive, playful and creative.

Diagnostic-effective component of the model. The diagnostic and productive component of the model involves the identification of four criteria for teacher's social safety: communicative, responsible for the manifestation of sociability, a tendency to cooperate; emotional, which includes the formation of adequate emotional responses in critical situations; motivational need, expressed in the formation of motives of professional activity; activity, describing the stability of the subject of professional activity, the presence of his characteristic pedagogical profession qualities. Typical levels (high, medium, low) reflect changes in the social security of the teacher.

The experimental work was carried out in accordance with the content of the pedagogical model of ensuring teacher's social safety by means of overcoming professional deformations. The organization of experimental work was carried out in two directions: the pedagogical activity of the author as a teacher of advanced training courses and the organizational and pedagogical activity in the system of additional professional education.

The study involved 95 teachers who took advanced training courses at the Institute of Educational Development of the Republic of Tatarstan.

In order to study the formation of social security by means of overcoming the professional deformations of teachers, a diagnostic apparatus was used, which includes the following methods: 1) R. Cuettell 16-factor questionnaire; 2) Self-actualization test (E. Shostrom); 3) The scale of psychological well-being of K. Riff; 4) Methods of express diagnostics of the level of psychoemotional tension and its sources (authors: O.S. Kopin, E.A. Suslova, E.V. Zaikin); 5) Methods for diagnosing the level of emotional burnout. V.V. Boyko; 6) Test the meaning of life orientations D.A. Leontiev; 7) Test-questionnaire of personal maturity Yu.Z. Gilbuh; 8) Questionnaire "The motivational-need sphere of the individual as a component of psychological readiness and its influence on the success of educational activities" N.N. Demidenko.

To identify the levels of formation of teacher's social safety, the parameters of the above methods are distributed in accordance with the previously selected social safety criteria - communicative, emotional, motivational-need and activity. Indicators of the communicative criterion of social safety of a teacher are the following parameters: 1) sociability; 2) dominance; 3) diplomacy; 4) flexibility of behavior; 5) acceptance of human nature; 6) reactive sensitivity; 7) synergy; 8) autonomy; 9) the adoption of their own aggression; 10) contact; 11) positive relationships; 12) environmental management; 13) the ability to psychological intimacy with another person.

The emotional criterion of social security is represented by such parameters as: 1) emotional stability; 2) emotional sensitivity; 3) suspicion; 4) dreaminess; 5) anxiety; 6) tension; 7) spontaneity; 8) self-acceptance; 9) self-assessment of health; 10) psychosocial stress; 11) voltage; 12) resistance; 13) exhaustion; 14) attitude to his "I".

The formation of the motivation-need criterion of social security is determined by such parameters as: 1) moral normativity; 2) susceptibility to the new; 3) the value of self-actualization; 4) creativity; 5) personal growth; 6) goals in life (1); 7) satisfaction with life; 8) satisfaction with living conditions; 9) satisfaction of vital needs; 10) goals in life (2); 11) achievement motivation; 12) a sense of civic duty; 13) life installation; 14) motivational-need sphere.

The activity criterion of teacher's social safety is determined by such parameters as: 1) intellectuality; 2) carelessness; 3) courage; 4) independence; 5) self-discipline; 6) time competence; 7) self support; 8) self-esteem; 9) cognitive needs; 10) self-acceptance; 11) the process of life; 12) the effectiveness of life; 13) locus of control - I; 14) the locus of control is life.

Ascertaining stage. At the ascertaining stage, a survey of teachers from the control and experimental groups was conducted, and the initial parameters of social security were diagnosed. The establishing experiment consisted of 6 stages: 1) direct experimental study of the parameters characterizing the formation of social safety of teachers; 2) data processing; 3) identification of differences between the experimental and control groups of teachers using Student's t-test; 4) checking the level of significance of parameters using analysis of variance; 5) the distribution of teachers included in the experimental group, clusters by the method of cluster analysis; 6) the characteristic of the obtained clusters.

Diagnostics of teachers at the stage of the ascertaining experiment allowed forming three clusters (groups) of teachers: the first cluster included teachers with a low level of social security (41 people in total, 43.2% of teachers), the second cluster consisted of teachers in a high level of social security (27 people, 28.4% of the subjects), the third cluster is represented by teachers with an average level of social security (27 people, 28.4% of the subjects). In accordance with the results obtained, 68 teachers (71.6%) of the experimental group (representatives of the first and third clusters) were recommended to participate in the program of constructive personality change based on the improvement of professional competencies. Thus, our study proves the validity and necessity of the implementation of the author's program, contributing to the personal development of the teacher.

Formative experiment. At the stage of the formative experiment, according to the results of the survey of teachers, a program of activities was formed, providing in the experimental group the implementation of a pedagogical model for ensuring the teacher's social security by means of overcoming professional deformations. The program of activities contains an educational module aimed at obtaining new information about yourself, improving the core competencies of the teacher, orienting the participants to self-awareness, their value priorities, to develop the need for self-change and self-development; psychological group and individual counseling for teachers on the results of diagnostics; self-knowledge, solving problems of emotional responsiveness, self-acceptance, conscious personal self-determination; consolidation of a positive "I-image", overcoming of non-constructive self-perception.

Control experiment. The purpose of the control experiment was an empirical study of the formation of teacher's social safety after the implementation of the author's program of constructive personality change, aimed at overcoming professional deformations, barriers and difficulties of the teacher. In accordance with this goal, the following tasks were solved: a study was conducted with the help of previously described diagnostic tools; analyzed the results; conclusions are drawn about the features of the formation of social safety of teachers at the stage of the control experiment. In accordance with the specified tasks, the control experiment consisted of 6 stages: 1) direct experimental study of the parameters characterizing the formation of the social safety of teachers; 2) data processing; 3) identification of differences between the experimental and control groups of teachers using Student's t-test; 4) checking the level of significance of parameters using analysis of variance; 5) the distribution of teachers included in the experimental group, clusters by the method of cluster analysis; 6) the characteristic of the obtained clusters.

According to the results of the control experiment, the number of teachers with a high level of social safety increased, their number was 36 teachers (37.9% of the participants). The average level of social safety was shown by 49 people (51.6%), the low level of social safety was recorded in 10 subjects (10.5% of teachers).

The study revealed that the most significant differences are observed in the following parameters: "intellectuality" ($t = 2.926557$), "emotional stability" ($t = 2.93029$), "reverie" ($t = 3.11391$), "diplomacy" ($t = 2.898917$), "susceptibility to the new" ($t = 3.43370$), "self-support" ($t = 3.58269$), "value of self-actualization" ($t = 3.4452$), "self-esteem" ($t = 3.46474$), "self-acceptance (1)" ($t = 2.86534$), "positive relations" ($t = 3.08099$), "autonomy" ($t = 2.88904$), "environment management" ($t = 3, 20116$), "personal growth" ($t = 3.59952$), "goals in life (1)" ($t = 3.95802$), "self-acceptance (2)" ($t = 3.13406$), "satisfaction denial of living conditions" ($t = 3.75100$), "satisfaction of basic necessities of life" ($t = 2,90073$), "goals in life (2)" ($t = 3,01843$), "process of life" ($t = 4, 37787$), "locus of control — I" ($t = 2.98708$), "locus of control — life" ($t = 3.92298$), "achievement motivation" ($t = 3.76697$), "life setting" ($t = 3.63918$), "motivational-needy sphere" ($t = 4.78686$). It is noted that the general emotional background of the teachers of the experimental group significantly improved, the perception of the current life situation improved, interest in further professional and personal improvement appeared, an understanding of the importance and significance of an active life position was formed. To the greatest extent, the proposed program influenced the formation of the emotional, activity-based and motivational-need criteria of social safety of the teacher. Thus, if at the stage of the ascertaining experiment, a low level of formation of the social security of a person was recorded in 43.2% of teachers, and the average and high levels showed 28.4% of subjects, then at the stage of the control experiment the ratio changed significantly: a low level was determined at 10, 5% of teachers, medium - from 51.6%, high - from 37.9% of

teachers. The above allows us to talk about the effectiveness of the application of the program of constructive change in the personality of the teacher.

Thus, the results of the experiment confirmed the validity of the hypothesis put forward, proved the effectiveness of the socio-pedagogical conditions and the pedagogical model of ensuring the social safety of the teacher by means of overcoming professional deformations.

In the conclusion summarizes the results of the study and formulated the main conclusions:

1. The need to ensure a teacher's social safety follows from the guarantee of the constitutional norms of the social security of each individual, which is possible on the condition that they realize themselves in their professional activities. Successful professional activity of a teacher is possible if there is a high level of professional competence, sufficient formation of safe personal characteristics and knowledge and information bases of the teaching profession. Achieving the level of professional competencies described in professional standards of a teacher, necessary for successful professional activity, is a means of overcoming professional teacher deformations.

2. Threats to the social security of a teacher inevitably arise in the process of professional activity, are complex in nature and are expressed in professional deformations in the communicative, emotional, motivational-need and activity areas of the teacher. Professional deformations affect the professional activities of the teacher in an unfavorable way and are expressed in reduced adaptability to changing working conditions, violation of the integrity of the individual, professional burnout and the possible departure of the teacher from the teaching profession. The threats of a teacher's safety in the form of professional deformations of a person arising in the course of a professional activity require efforts to eliminate them as the basis for ensuring the teacher's social security.

3. Professional deformations in the communicative, motivational-need, emotional and activity areas lead to changes that violate the integrity of the person, reduce the effectiveness of professional functioning and its adaptability to the new conditions of professional activity. Professional deformations complicate professional activity, the occurrence of professional deformations is the emergence of a complex of threats to professional activity (professional burnout, personal degradation, violation of the stability of professional activity, lack of professional development of a teacher, etc.), and overcoming them is a means of ensuring social safety of a teacher.

4. The teacher's social security is ensured by overcoming the professional deformations that arise in the course of an activity by attaining a certain level of professional competence. In accordance with the identified levels of social security criteria in the communicative, emotional, motivational-need and activity areas, the overcoming of professional deformations is carried out on the basis of improving the professional competencies of the teacher.

5. Overcoming professional deformations as a means of ensuring social security is achieved on the basis of a pedagogical model and the creation of social

and pedagogical conditions for improving the professional competencies of a teacher. To this end, in the system of vocational education of the Republic of Tatarstan, a complex of legal documents has been developed, creating conditions for a personified account of the educational trajectory of a teacher, aimed at enhancing professional competencies. Developed special modules on the psychological and pedagogical foundations of professional activity, taking into account the requirements of professional standards for the professional competencies of teachers, are integrated into the general educational activities of the system of professional education of the Republic of Tatarstan.

6. Activities for the implementation of the pedagogical model and socio-pedagogical conditions, the content of which is reflected in the monograph, textbooks, carried out by the author in 2011-2017. on the basis of the Institute of Educational Development of the Republic of Tatarstan and educational organizations - experimental sites, involves the main stages of remedial work: diagnosing the manifestation of professional deformations among teachers, improving professional competencies, providing teachers with the opportunity to study their personal profile, determine the directions of self-change and self-development, the goals of these changes, master the techniques self-assessments and inter-assessments of the states of colleagues; acquire basic skills and competencies in the field of Gnostics during group activities, to outline a program for further improvement and development of professional features.

7. Experimental data confirmed the effectiveness of the program proposed by the author. The results of the study indicate that the program of constructive behavior change is effective for a group of teachers with an average and low level of social security. Significantly improved indicators of teachers on the criteria of social security in the emotional, motivational-need and activity sphere.

The present study does not exhaust all the problems of ensuring the social security of a teacher in the modern educational space. The implemented approaches can serve as the basis for the development of rehabilitation programs for teachers with a low level of social security, who have shown sustained professional deformations.

During the experiment, the monograph and study guides were integrated into the educational process.

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2. Safin A.A. Areas of work to overcoming of professional deformations of the teacher // Internet journal World of Science –2016, Volume 4, Number 5 <http://mir-nauki.com/PDF/34PDMN516.pdf> (0.55 p.s.)

3. Safin A.A. Social security and professional deformation of the teacher // Modern Problems of Science and Education – 2017. № 2. URL: <https://www.scienceeducation.ru/ru/article/view?id=26178> (0.44 p.s.)

4. Safin A.A. Criteria of social safety of a teacher // Modern high technologies. - 2017. № 9; URL: <http://www.top-technologies.ru/ru/article/view?id=36815> (0.5 p.s.)

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5. Safin A.A. Diagnostics and overcoming of professional deformations of the teacher's personality. Monograph // Kazan. state Institute of Culture, 2015. –164 p. (10.3 p.s.)

6. Safin A.A. Social security teacher. Study Guide //Kazan: Institute of Education Development of the Republic of Tatarstan, 2017. - 148 p. (9.25 p.s.)

7. Safin A.A. Social security teacher. Professional aspect // Dusseldorf, Germany: Lambert Academic Publishing, 2017. - 138p. (8.6 p.s.)

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8. Safin A.A. Overcoming professional deformations in the communicative sphere as a way of forming a teacher's tolerance // Tolerance is the "olive branch" of humanity at the stage of the historical fault: a collection of mat. Int. Humanitarian Forum dedicated to the 70th anniversary of the UN and UNESCO. Kazan, February 2-3, 2016 - Kazan: publishing house of Kazan State Institute of Culture, 2016. - P.128-130. (0.32 p.s.)

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11. Safin A.A. The relationship of age characteristics and professional deformations of teachers // Collection "Materials of the XXIV International Scientific and Practical Conference" New Technologies in Education ". - Taganrog: Center for Scientific Thought, 2016. - p. 71-75. (0.45 p.s.)

12. Safin A.A. Overcoming professional deformations as a means of ensuring social safety of a teacher // Scientific Review. Pedagogical sciences. 2017.-№1.- p.153-155;URL: <http://pedagogy.sciencereview.ru/ru/article/view?id=1561> (request date: 03/23/2017). (0.4 p.s.) and others.

Total publications 25, totaling 42.17 printed pages.

Pedagogical model of ensuring a teacher's social safety by means of professional deformations overcoming

Target component				
Objective: to ensure the social safety of the teacher by means of overcoming difficulties, barriers and professional deformations				
Tasks: 1. Actualization of the problem of ensuring the social safety of the teacher				
2. Generalization of materials for overcoming difficulties, barriers and professional deformations, as a means of ensuring the social safety of the teacher				
3. Support the adequacy of the system of professional activity of the teacher on the basis of overcoming professional deformations				
4. Creating a system for assessing the social security of the subject of professional activity in the education system				
Theoretical and methodological component				
General principles				
Activity	Differentiation and individualization	Personally-oriented	Value orientation	Practice oriented
Private Principles				
Overcoming professional deformations	Social security	Competency enhancement	Self regulation self control	Preventiveness
Socio-pedagogical conditions				
Participation in the development of the regulatory framework of the educational organization, local acts, the implementation of which is aimed at overcoming professional deformations	Integration into educational activities of the results of current research on the formation of social safety of the teacher	Development and implementation of an educational program aimed at improving professional competencies as a basis for overcoming professional deformations	Formation of specific professional competencies associated with a constructive change in the personality of the teacher	
Content component				
Organizational and pedagogical activities for the implementation in the system of professional education of teachers of a program to overcome professional deformations of a teacher as a means of ensuring social security based on a monograph and a textbook: 1. "Diagnostics and overcoming professional deformations of a teacher's personality. Monograph "(Kazan: Kazan. State Institute of Culture, 2015); 2. "Social security teacher. Study Guide "(Kazan: Institute of Educational Development of the Republic of Tatarstan, 2017).				
Process component				
General methods		Special methods		Forms of work
dialogue, explanation, demonstration, inclusion in social and pedagogical activity		conversation, role-playing games, debates, projects, self-control, self-regulation, trainings		Social, collective, cognitive, interactive, play and creative
Diagnostic - effective component				
Criteria for assessing the social safety of a teacher by means of overcoming professional deformations				
Communicative	Emotional	Motivational need		Activity
The levels of social security of the personality of the teacher				
Tall		Average		Low
Result				
Increasing the level of social safety of a teacher by means of overcoming difficulties, barriers and professional deformations				