

Socio-psychological personality adaptation and strategies of coping-behavior of school teachers in the process of professional socialization

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Abstract. The article presents the data of the empiric research of strategies of coping-behavior of general education school teachers. The research is made from the sample of Saratov region general education school teachers (n = 50; in the age of 21-55 years old). The use of different methods such as the method of diagnosis of socio-psychological adaptation of C. Rogers and R. Diamond, questionnaire of coping-behavior in stress situations of S. Norman, D.F. Endler, D.A. James and M.I. Parker (adapted by T.A. Kryukova), method of comparative analysis in complex makes it possible to identify significant differences in preferred strategies of coping-behavior in stress situations according to the level of teacher's personality adaptation. It views that in the sample of teachers with the high level of adaptation a pattern of strategies of coping-behavior "problem solving – avoidance – emotions" is dominant. The author shows the data that certifies that the level of personality adaptation plays a very important role while choosing strategies of coping-behavior at different stages of professional socialization of teacher's personality. The applied aspect of the problem being investigated can be realized in consulting practice of psychological services of general education schools as well as in development of training and correctional-development programs with an aim to form personal-effective strategies of coping with stress situations that happen in professional activity of a teacher.

Key words: teacher's personality, socio-psychological adaptation, strategies of coping-behavior, professional socialization of personality.