Components and Determinants of Professional Self-Realization of Teaching Staff

Elena L., Afanasenkova[1][a] Rimma A., Kutbiddinova[2][b], Elena G., Vlasenkova[3][c], Viktor P., Yassman[4][d] and Olga G. Kameneva[5][e]

[1]*PhD in Psychology, Associate Professor of the Department of Pedagogy and Psychology, Institute of Education Development of the Sakhalin Region named after the Honored Teacher of the Russian Federation V.D. Gurevich, Yuzhno-Sakhalinsk, Russia*

[2]*PhD in Psychology, Associate Professor of the Department of Psychology, Sakhalin state University, Yuzhno-Sakhalinsk, Russia*

[3]*PhD in Psychology, Head of the Psychology Department, Sakhalin State University, Yuzhno-Sakhalinsk, Russia*

[4]*PhD in Psychology, Associate Professor of the Department of General, Legal and Engineering Psychology, Far Eastern State University of Railway Engineering, Khabarovsk, Russia*

[5]*teacher-psychologist of municipal budgetary educational institution of secondary school village Reidovo named after the Hero of the Soviet Union P.I. Ilyichev, Kurilsky district, Sakhalin region, Russia*

iren3d@yandex.ru, rimma.85@list.ru, evlasenkova@mail.ru, yassman.vik@yandex.ru, holod_66@mail.ru

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Abstract: Justification of the purpose of the study. The education system in Russia is undergoing major changes: reformation, hybrid education in the post-Covid period, digitalization, etc. This has an impact on the professional self-realization of teaching staff and needs to be aware of the main trends of this process. The purpose of the study: through theoretical analysis and psychodiagnostic research, to establish the main determinants of professional self-realization of teaching staff, the causes of emotional burnout, to study the semantic understanding of educational activity by respondents: the subject of activity, attitudes, value orientations. Study methods. Theoretical: comparative method and method of systematization of scientific ideas. Empirical: "Diagnosis of emotional burnout of personality" (V.V. Boyko), the questionnaire "The level of subjective control" (J. Rotter), the questionnaire "Coping strategies" (R. Lazarus), interviewing method, associative experiment. Study Results. The relationship between the level of professional self-realization of teachers and the effectiveness of their activities was established, which is mediated by both external and internal factors. The determinants of low and high levels of professional self-realization of education system specialists were identified, and a model of compliance of labor subjects with the subject of their professional activity was constructed. The main conclu-sions and their significance. The effectiveness of professional self-realization and the activities of specialists of the education system are determined by: conformity to the subject of activity; unity of self-awareness and self-regulation. Professional deformation and emotional burnout are different parameters in the assessment of professional self-realization of a specialist, because they affect different planes of mental activity, self-awareness and self-regulation. It has been empirically proven that emotional burnout does not always lead to professional deformation. At the same time, the level of self-awareness determines the degree of professional deformation: the lower the self-awareness of the specialist, the higher the professional deformation, and the higher the level of self-awareness of the employee, the lower the level of professional deformation. Thus, pro-fessional deformation is a consequence of the inconsistency between the personality

[a] https://orcid.org/0000-0001-7821-2087
[b] https://orcid.org/0000-0001-5253-6921
[c] https://orcid.org/0000-0002-1463-6443
[d] https://orcid.org/0000-0002-2356-3119
[e] https://orcid.org/0000-0002-9216-009X

of a professional and the subject of his activity. That is, the professional self-realization of teaching staff is directly conditioned by their effectiveness in their activities.

1 INTRODUCTION

The problem of professional self-realization in Russian psychology has recently been developed quite actively, but at the same time there is no general coherent concept of this problem. Self-realization in modern research in a generalized form is understood as *the process of defining the essential forces of a personality in a diverse social reality through the realization of its potential in various types of activities and socio-personal activity*. Being involved in the process of self-realization, a person must master specific means of realizing himself outside, using a predictive function, learn to set goals, choose means and ways to achieve them, that is, become a full-fledged subject of this activity. A. A. Idinov notes that she is a kind of accumulation of herself, the accumulation of energy, skills, abilities, and represents the isolation of all accumulated, developed by the person himself to demonstrate his "I". Therefore, self-*realization can be defined as the embodiment in human activity of his essential forces*. In Western psychology, the phenomenon of self-realization has no unambiguous interpretation. In the psychoanalysis of A. Adler it is considered as *a natural human desire for superiority*. In the humanistic approach of A. Maslow it is *a person's desire for self-actualization*, of K. Rogers is *a process of personal growth*, which is based on internal work to overcome the contradictions between "I am real" and "I am ideal". In the framework of humanistic psychoanalysis of E. Fromm self-realization is *a human need for an active and creative transformation of one's life*. In line with the existential approach of V. Frankl it is *the driving force of a person in an effort to find and realize himself through the meaning of life existing in the outside world*. R. Assagioli, in line with the theoretical and methodological concept of psychotherapy of human self-development, considers self-realization as *a driving force, motivator of the process of self-knowledge, the development of individual talents, its abilities* through interaction with its higher self for self-realization in reality. In S. Grof's transpersonal psychology, it is *the process of harmonizing the hilotropic (fragmentary) and holotropic (holistic) human consciousness*. A. Meneghetti interprets self-realization *as a necessary condition that ensures the existence of a person as an active subject of his own life, driven by In-se* (the essence in itself). At the same time, In-se is a person's ability to "control his own life in any field of activity". Thus, despite the different approaches, in the vast majority of Western psychology, self-realization is considered as *a phenomenon expressed in the ability of a person to self-knowledge of his inner potential, to establish contact with his essential self, to determine the most effective lines of self-realization outside.*

In domestic research in the interpretation of self-realization, *the emphasis is on society as the basic determinant of this process*. On the one hand, society is a basic condition for the formation and development of a personality, on the other hand, it is a necessary area for applying one's capabilities and realizing one's potential. So K.A. Abulkhanova-Slavskaya (1991), in line with the concept of personal organization of life time, understands self-realization as a condition for the realization of the formed image-I of a person who is in a state of readiness to realize himself in a diverse system of external interactions with the world. L. Korostyleva (2001), according to the concept of self-realization of personality, explains this phenomenon as a result, represented on the material or personal plane, by a set of certain psychological properties of personality as a complex, open, dynamic, self-organizing system capable of developing along its own trajectory. S.I. Kudinov (2007), proceeding from a polysystem approach, considers self-realization as "a set of instrumental-stylistic and motivational-semantic characteristics that ensure the constancy of aspirations and readiness for self-expression of the individual in various spheres of life in the process of ontogenesis". N. Vodianova (2009), within the framework of the philosophical and anthropological approach, notes that self-realization "is associated with an endless search for oneself, is always associated with the desire for self-improvement". O.A. Milinis (2012), in line with the subject-oriented approach, defines self-realization as the process of self-unfolding one's potential through the manifestation of abilities that are in meaningful and procedural unity, which is inherent in the subjectivity of the individual. Yu.N. Vorozhko (2014), according to the cultural genetic philosophical approach, considers self-realization as a process of becoming a human being, in the unity of "inculturation and socialization, inevitably leading to the growth of self-awareness and self-identification". S.P. Svirskaya (2016), within the framework of a

professional and personal approach, defines self-realization as a conscious process of a person realizing their capabilities, revealing their inner potential. Thus, despite the differences in the interpretation of this phenomenon, the ***essence of self-realization*** *in Russian psychology is considered as a unity of two factors: external – society, i.e. the necessary conditions for a person to realize himself outside at a certain stage of the development of society, and internal – the real and possible potential of the individual, i.e. those basic qualities that he already possesses, and which he can develop in himself through the realization of himself in society by achieving goals at a certain stage of his development*.

In the research of recent years – E.L. Afanasenkova (2018; 2019; 2020; 2021), E.L. Afanasenkova and N.N. Vasyagina (2019); E.L. Afanasenkova and Yu.A. Vedyashkina (2019); E.L. Afanasenkova., J.A Morozova, N.A. Pankstyanova (2020) and others, *self-realization* is considered, firstly, *as a process*, i.e., "the path of *development and transformation of a person* that he himself chooses and carries out in one or another form of social activity and, above all, in professional activity". Secondly, it is *a movement for the socio-psychological self-realization of the individual* in the event of certain contradictions". Thirdly, the self-realization of a personality is always *conditioned* on the one hand by its *internal resources and potential*, on the other – by the *possibilities and conditions of the* social environment *external* to it. Fourth, self-realization is *provided and supported by "metamotivation*, which allows the individual to overcome both internal and external obstacles *to meet the needs for self-realization and achieve the desired results*".

Based on the theoretical analysis of the understanding of the essence of the phenomenon of self-realization in Western and domestic psychology, based on our own research, we will interpret **self-realization** as *"the process of socio-psychological self-realization (self-unfolding) of a personality in any sphere of life (personality development directed outside), through the actualization of its capabilities in situations of internal and/or external tension in the event of contradictions, obstacles, when the available resources of the individual are not enough to resolve and overcome them, in order to obtain a certain result, product (ideal, material), its awareness and evaluation, which is provided by internal metamotivation, resources, needs of the individual (as a complex self-developing system) and the capabilities of the external environment"* .

Self-realization in the profession is one of the most important human needs. In the profession, a person shows "the totality of his abilities, knowledge, skills and experience, satisfies the need to realize his capabilities". Therefore, the issues of professional self-realization of the individual are quite relevant. Based on our research interest, **professional self-realization** will be understood as *"a purposeful process of self-realization by a person in professional activity, mediated by the general level of his self-development, aimed at the formation of appropriate professional competencies, improving the potential of the individual in the chosen profession. At the same time, the personality in this process will act as an active subject of professional activity, interaction and self-development"* .

Theoretical and practical psychological and pedagogical studies (A. K. Markova, L. M. Mitina, V. I. Slobodchikov, L. N. Kulikova, N. V. Klyueva, N. P. Murzina, R. V. Ovcharova, Yu. N. Kulyutkina, V. A. Slastenina, L. P. Kvashko, R. Atakhanov, M. Babkova, etc.) indicate that the requirements in modern society for professional competence and personal maturity of a teacher, a teacher-psychologist are very high. In this regard, it is possible to achieve a sufficient level of professionalism only in the mode of continuous professional evolution and personal self-development. Self-realization of pedagogical workers presupposes their moral improvement, striving for continuous creative self-development. It is the personality of the teacher, the teacher-psychologist who act as real guidelines for the formation of the personality of students, their moral values.

A. M. Novikov considers the ***moral ideal*** as "a generalized image embodying the main moral values of society and the nation", it is precisely such a moral guideline that the personality of a pedagogical worker becomes for students in the process of their upbringing. In real pedagogical, psychological and pedagogical activity, the process of forming the moral personality of students is inherently connected with the moral and ethical code of the teacher himself, the teacher-psychologist, who must have a moral consciousness. S. V. Bezrukova defines ***moral consciousness*** *as "a consciously assimilated and internally accepted system of principles, norms, rules of moral activity and behavior that regulates people's relations to each other and to society"*. That is why in the process of moral formation of the personality of students, teaching staff play an important social role. At the same time, they themselves must be highly spiritual people, real carriers of spiritual and moral values. The problem of the moral component in the

structure of personal self-realization can be traced in the studies of many scientists V. N. Myasishchev, A. N. Leontiev, M. N. Apletaev, etc. According to E. V. Fedosenko "only a successfully self-fulfilling specialist with a harmonious, versatile personality can influence the successful self-realization" of other subjects of activity, in particular children included in the educational process. At the same time, it should be understood that the professional activity of teaching staff is associated with enormous costs. Active contacts with various subjects of the educational process, close attention to them and their activities, high psychophysical, cognitive, psychoemotional loads, the need for professional improvement, etc. with an insufficient culture of self-healing, a low threshold of creativity in activity and a low desire of a specialist for self-development can lead to devastation and emotional burnout, followed by professional burnout. ***Professional burnout syndrome*** is *considered one of the types of mental protection that develops during exposure to prolonged stress, leading to the depletion of emotional and energy resources of a professional*.

Studies of professional and emotional burnout are reflected in the works of V. V. Boyko, N. E. Vodopyanova, V. E. Orel, A. A. Rukavishnikov, R. Z. Sabanchieva, E. S. Starchenkova; M. Burish, S. Jackson, K. Maslach et al. According to N. E. Vodopyanova and E. S. Starchenkova, ***professional burnout*** is a *set of symptoms for a stress syndrome that negatively affects a person's performance, well-being, as well as interpersonal relationships of the subject of professional activity*. Professional burnout of education workers leads to a violation of the integrity of the personality, a decrease in adaptation and mental stability, dissatisfaction with professional activities and diseases. All this hinders professional self-realization in general. That is why, according to N.E. Vodopyanova and E.S. Starchenkova, this process must be monitored (by means of diagnosis) to identify risk zones and carry out prevention.

Professional self-realization of teaching staff is impossible without self-development of the personality of an education specialist. Based on the research of Russian scientists (A. A. Bodalev, A. A. Derkach, V. G. Zazikin, E. F. Zeer, A. K. Markova, L. M. Mitina) by ***professional self-development***, we understand *a systematic, conscious process in which a specialist improves his professional competencies and develops positive social and personal qualities*. As Zh. G. Garanina notes, professional self-development is "an integrative self-developing system based on the activity transformation of the personality itself, generated by the needs for self-change and personal growth and carried out in the course of self-regulation of their behavior and activities aimed at achieving personally and professionally significant goals".

Thus, professional self-realization, as a complex and multidimensional phenomenon, largely determines the level of self-realization by a person in professional activity. In turn, the level of professional self-realization directly depends on the general level of self-development of the personality of the specialist, who in this two-pronged process acts as an active subject of activity. The main argument that we put as the basis for the analysis of associative data within the framework of our research interest is that the *subject of professional activity can be described through its main structural components – motive, purpose, understanding of the problem field of activity, strategic and tactical ways of solving professional tasks, regulation and control of their actions in the course of achieving professional goals.* That is, the quality of mastering a profession should be determined by the degree and depth of conceptualization of its subject in the mind of a specialist as a subject of activity. This involves improving oneself in the profession, striving to do it in the best way for the most productive self-realization in it.

2 MATERIALS AND METHODS

Theoretical methods: comparative method and method of systematization of scientific ideas. *Empirical methods:* 1) "Diagnosis of emotional burnout of personality" (V.V. Boyko) to determine the degree of formation of psychological protection in the form of emotional burnout; 2) the questionnaire "The level of subjective control" (J. Rotter, adaptation Bazhina E.F., Golynkina S.A., Etkind A.M.) in order to assess the level of formation of subjective control in a variety of life situations; 3) questionnaire "Coping strategies" R. Lazarus (adaptation T.L. Kryukova, E.V. Kuftyak, M.S. Zamyshlyaeva) to determine coping mechanisms, ways to overcome difficulties in various spheres of mental activity; 4) interviewing method to obtain information from optants about their attitude to the content of their activities, to the possibility of professional self-realization; 5) associative experiment with the purpose to study the semantic space of activity, how it is represented in the self-consciousness of teaching staff, as well as to assess the level of their concept of the subject of activity, attitudes, value orientations

that form the concept under study - the level of their professional self-realization.

The study of psychological determinants of professional self-realization of pedagogical workers in the field of education was conducted on the basis of educational organizations of various types: preschool educational organizations, general education organizations, professional educational organizations, educational organizations of higher education - Yuzhno-Sakhalinsk and Khabarovsk. The study involved ***80 teaching staff*** (educators, teachers, instructors, educational psychologists) aged 22 to 55 years.

3 RESULTS

According to the results of the methodology of V.V. Boyko three groups of optants were identified. The distribution of respondents into groups was carried out on the basis of the severity of the emerging and existing symptoms of emotional burnout (EB). Quantitatively, the optants were distributed among the groups fairly evenly. The 1st group included specialists with no signs of EB – 28 people (35%). They revealed from 1-2 to 4 symptoms of burnout, which by key corresponds to the characteristic "not developed symptom". The 2nd group consisted of specialists with emerging signs of EB – 27 people (33.7%). In this group, 8-9 symptoms have already been formed in teaching staff, and 10-12 are at the stage of formation, i.e. they are a "developing symptom". The 3rd group included emotionally burned out specialists – 25 people (31.3%). These employees have already formed from 13-14 to 16 symptoms and up to 9-10 are at the stage of formation, i.e. they are a "developed symptom".

In addition to determining the level of EB symptom formation, a comparative analysis of the degree of its severity in respondents was performed. In the 1st group of optants with a low level of EB, mild but recurring symptoms were revealed: dissatisfaction *with oneself; inadequate selective emotional response; emotional deficit*. In the 2nd group of respondents with primary signs of EB, recurrent symptoms were found: *experiencing traumatic circumstances; emotional detachment; expanding the sphere of saving emotions*. Symptoms such as *being trapped in a cage, emotional and moral disorientation, and personal detachment* are at the stage of formation. In the 3rd group of examined patients with a high level of EB, the leading symptoms were revealed: *anxiety and depression, expansion of the sphere of saving emotions, experiences of traumatic circumstances, reduction of professional responsibilities, personal detachment (depersonalization), psychosomatic and psychovegetative disorders.*

Comparative analysis of the locus of control based *on the results of the method "The level of subjective control" by J. Rotter* showed that in all groups of teachers of the education system, according to the surveyed scales, internality mainly prevails over externality. However, in the 1st group of optants, the largest percentage of externals was revealed according to the scales: "Internality in the field of achievements" – 9 people (32%) and "Internality in the field of family relations" – 7 people (25%), which is consistent with such symptoms according to the diagnosis of V.V. Boyko, as dissatisfaction with oneself and inadequate selective emotional response. In the 2nd group, the number of externals prevails on the scale of "Internality in the field of failures" – 11 people (40.7%), and also proportionally on the scales of "Internality in the field of industrial relations" and "Internality in the field of interpersonal relations" – 9 people respectively (33.3%), which is quite consistent with such symptoms according to the diagnosis of V.V. Boyko, as the experience of traumatic circumstances; expansion of the sphere of economy of emotions. In addition, in the second group, sufficiently high indicators of externality were obtained on the scales of "General internality" and "Internality in the field of family relations" – 7 people respectively (25.9%). In the 3rd group, the vast majority of externals are determined by the scales "Internality in the field of industrial relations" and "Internality in the field of interpersonal relations" – 15 people respectively (60%), which is consistent with such symptoms according to the diagnosis of V.V. Boyko, as experiences of traumatic circumstances, the expansion of the sphere of saving emotions, personal detachment. In addition, high indicators of externality were obtained on the scales of "General internality", "Internality in the field of achievements" and "Internality in relation to health and illness" – 12 people respectively (52%).

A comparative analysis of coping behavior strategies based *on the results of the diagnosis of the "Coping strategy" of R. Lazarus* among teachers, educational psychologists showed the following results. In 28 people (35 %) from the 1st group with no signs of emotional burnout (according to the method of V.V. Boyko) as the leading strategies of coping behavior (according to the method of R. Lazarus) are such productive coping strategies as: 1) taking responsibility – 18 people (64.3%), 2) planning to solve the problem – 15 people (53.6%), 3) positive

reassessment – 14 people (50%). In certain stress situations, respondents of this group use such a coping strategy as the search for social support - 12 people (42.9%). Teaching staff from the 2nd group - 27 people (33.7%) with emerging signs of EB most often use such positive coping strategies as: 1) self-control – 18 people (66.7%), 2) search for social support – 15 people (55.6%) and much less often an ineffective coping strategy of distancing – 11 people (40.7%). Optants of the 3rd group – 25 people (31.3%) with a high level of EB in situations of stress and conflict mainly use ineffective coping strategies: 1) confrontational coping – 19 people (76%), escape-avoidance – 17 people (68%), much less often such a productive coping strategy as the search for social support – 11 people (44%).

The results obtained allow us to conclude that *the level of professional self-realization of pedagogical workers in the field of education is most influenced* by such intrapersonal factors as: 1) a fairly high indicator of internality, that is, subjective control. The leading types of internality they have are: *general internality; internality in the field of industrial relations; internality in the field of interpersonal relations*. Teaching staff with low internality revealed a high threshold of EB, hence a low level of professional self-realization; 2) the predominance in stress situations of choosing productive coping strategies: taking responsibility, planning problem solving, positive reassessment, search for social support, self-control. Teaching staff with ineffective coping strategies: distancing, confrontational coping, escape-avoidance – a high threshold of EB was established, and therefore an insufficient level of professional self-realization; 3) the dependence between such coping strategies as coping-taking responsibility and coping-distancing was revealed; the inverse effect of internality on the symptom of anxiety and depression, internality of industrial relations and a symptom of experiencing traumatic circumstances, as well as coping-positive reassessment of the symptom of emotional detachment. These results prove that in professional activity these components come into a certain contradiction. That is, such a specialist is inclined to overcome difficult situations, relying on himself through a positive rethinking of emerging problems.

4 DISCUSSION

To study the semantic content of the psychological determinants of professional self-realization of teaching staff, we used two methods: the interviewing method, an associative experiment.

When analyzing the data obtained based on the results of the interview, we first of all compared the optants of the 1st and 3rd groups. That is, specialists with low and high levels of EB.

Specialists of the 1st group with a low level of EB are characterized by: striving for effective structuring of their time and its management; they like the chosen specialty; prefer high involvement in activities; strive to work in a calm environment; show restraint even in situations of emotional stress; are able to choose the most appropriate solutions in situations of professional difficulties, etc.

Respondents of the 3rd group with a high level of EB are characterized by: chronic fatigue syndrome, which they cannot cope with, therefore they feel a decline in strength, detachment; as a rule, they do not have hobbies, and prefer to spend their free time passively, trying to "overcome" fatigue and negative experiences through alcohol and smoking; a strongly subjective feeling of temporary time pressure, which reduces their efficiency and interest in work; low threshold of stress tolerance; dissatisfied with their professional choice, blame work for their poor health, professional and personal insolvency, do not leave the profession – forced, because they do not see a "decent" alternative, etc.

Thus, the effective implementation of professional activity requires from the individual the manifestation of subjective activity, which is built in accordance with the conceptualization of the subject of activity in the individual consciousness of the bearers of the profession. We believe that the maturity of the concepts describing the content of the profession determines the depth and degree of understanding and meaningfulness of its subject, its motivational and target basis. In order to study the semantic space of optants' activity, to clarify its representation in the self-consciousness of teaching staff and reflection at the level of their professional self-realization, we used an ***associative experiment***. As stimuli, we proposed words reflecting the specifics of the activity under study: *1) "my work", 2) "lesson / psychological consultation", 3) "pedagogical process / psychological and pedagogical support", 4) "responsibility"*.

For the analysis and interpretation of associative data, we compiled a list of indexes, according to which the respondents' responses were evaluated. Each index indicates the thematic and structural components of the concepts under study, and in this

case, how professional activity is represented in the self-consciousness of an education specialist. Comparing the data of the associative experiment for all stimuli offered for evaluation to respondents with different degrees of EB, it was found that the most pronounced responses related to the following indices. In the 1st group (with a significant predominance of positive ratings): **"PIQ"** *(professionally important qualities)*; **"SRA"** *(self-realization in activity)*; **"AC"** *(attributive (background) characteristics in the concept of the profession)*. In te 3rd group: **"DWC"** *(dissatisfaction with working conditions);* **"JS"** *(job satisfaction)* with a predominance of negative responses; **"AR"** *(attitude to remuneration)* with a negative assessment; **"ASA"** *(attitude to the specifics of the activity)* with a pronounced predominance of negative ratings. At the same time, among the respondents of group 3, we find answers indicating their own **"SA"** *(subject of activity)* and **"S"** *(self-actualization)*, which are not present in group 1. This circumstance indicates a pronounced internal conflict when a high level of motivation for professional activity comes into conflict with a low level of emotional and physical resources of a specialist necessary for their effective functioning in the course of their activities. In both groups, the coefficient **"CA"** *(career attitudes)* is presented with a slight predominance of responses from the emotionally unburdened from the 1st group.

Further, it seemed interesting to us to give a description of the similarities and differences in the semantic fields of group I and III respondents set by associations for the analyzed stimuli. In both groups, the proportion of "positive" ratings was distributed almost equally, both in relation to the responses within the groups and in relation to the comparison of responses between groups. At the same time, among the positive answers there are those that indicate an active life position with the understanding that in educational activities much can be done for the progressive development of students and for their own self-realization in the profession (group I), both in relation to the activity itself and in relation to self-actualization (group III). In the group III there are subject-oriented answers, which is not in the group I, so the students act as the subject of activity here, around which the whole system of activity is built. Both groups I and III have career-oriented answers.

In group I, work is a source of pleasure from the content of the activity itself and its results, as well as the disclosure of one's own creative potential. Educational activity is perceived both as a process of formation of the personality of students, and as a way of their own professional self-realization (realization of vocation). At the same time , educational activity is characterized by them as: 1) responsibility for their actions, decisions taken, 2) the opportunity for students to develop their own competencies, 3) self-realization (disclosure of their potential), 4) job satisfaction: both content, process, and result.

In group III, responses were identified indicating a certain involvement in activities that are part of their lives, but in which there are limitations, primarily due to the internal resources of the specialist. Important components of educational activities for them are communication with highly professional colleagues and coordination of their activities on the part of management – this helps to form their professional experience. But they characterize educational activity mainly negatively or neutrally: rejection of the specifics of work, internal emotional conflict due to contradictions between the requirements for the profession and internal resources, work causes tension, therefore it does not please. The activity is perceived as complex: multitasking, abnormal, subjectively routine and emergency – all this indicates the alienation of specialists from the subject of activity.

The reverse side of professional self-realization is professional deformation. Therefore, in the study, attention was paid to the correspondence of labor subjects to the subject of professional activity. To identify the interrelationships of psychological determinants of professional deformation of education specialists, the criterion of Pearson's r-correlation coefficient was applied. The analysis of the application showed that the most significant correlations were obtained when analyzing the results of a group with formed burnout. Based on the results of the study, we built a model of compliance of labor subjects with the subject of professional activity (Figure 1).

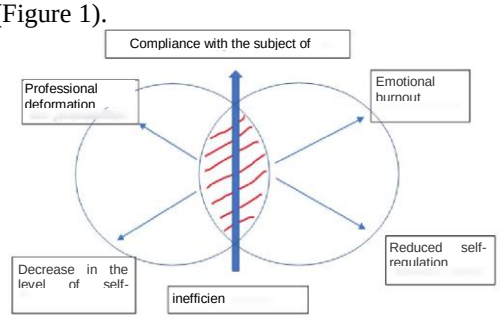

Figure 1: The model of compliance of a specialist with the subject of his professional activity.

From this model it can be seen that self-realization and professional effectiveness are determined by the correspondence to the subject of activity and the unity of self-awareness and self-regulation, which is the center of the model. Those vectors that move away from the center indicate the development of professional deformation and EB. In our study, we came to the conclusion that occupational deformation and EB are different parameters in the assessment of professional self-realization, since they affect different planes in the consideration of mental activity, self-awareness and self-regulation. We found that EB does not necessarily lead to professional deformation. On the other hand, it is the level of self-awareness that determines the degree of professional deformation, that is, the lower the self-awareness, the higher the professional deformation, and the lower the level of self-regulation, the higher the level of EB.

5 CONCLUSION

Professional self-realization of teaching staff is primarily associated with such an indicator as the effectiveness of a specialist in activity. This is due to both external and internal factors of professional personality development. At the same time, *the signs of a high level of professional self-realization include:* stable orientation of the subject of labor on the subject of activity; high motivation for professional activity (polymotivation); satisfaction with activity (content and result of work); passion for work; responsibility; purposefulness; high level of efficiency and organization of their own activities; desire to grow professionally and improve themselves; high communicative potential; high self-regulation; steady striving to realize oneself, one's potential in the profession. And the *signs of a low level of professional self-realization (high professional deformation) include:* low involvement in work; low motivation to implement in activities; conflict; emotional emptiness, detachment and, as a result, fatigue and pessimism; low self-regulation; dissatisfaction with oneself and low self-confidence; indifference to both the content and to the results of the activity.

To identify the interrelationships of psychological determinants of professional deformation of specialists in the education system, the criterion of Pearson's r-correlation coefficient was used. The analysis of the application showed that the most significant correlations were obtained when analyzing the results of a group with formed burnout. That is, professional deformation is a consequence of the inconsistency of the professional's personality with the subject of activity acting as its own motive, which underlies the correspondence of a person and a profession.

Thus, professional self-realization and efficiency of activity are determined by the conformity of the subject of the activity of a specialist in the education system and the unity of his self-awareness and self-regulation. Any inconsistencies in this system cause violations in the process of professional self-realization of the individual and lead to professional deformation (emotional burnout – professional stagnation - professional burnout). From such a statement of the question, many consequences follow both psychological and socio-psychological, which is manifested in the effectiveness and quality of the functions performed by the specialist. In addition, in this study, the technology of analyzing associative data was developed, which made it possible to more objectively evaluate responses to a stimulus during an associative experiment.

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