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The influence of the professional stress on the communicative qualities of teacher's personality

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Abstract

© 2015, Review of European Studies. All right reserved. Thematic justification of the teachers' professional stress research is due to the fact that its prevention is a significant problem of psychological services in education. The purpose of the article is to study the interplay between professional stress and communication characteristics of teacher's personality in the process of increasing the teaching experience. The main method of studying this issue is the ascertaining experiment. The professional stress is correlated both with communicative and emotional-personal indicators; it influences such indicators as emotional stability, sociability, courage, practicality and innovative ability of the teacher and his/her independence in the relationship. The main feature of teacher's interpersonal communication is the predominance of conflict-free attitude, agreement in contacts with others. The indicator "the level of professional stress" appears almost throughout the teacher's professional activity and it is backbone in two of the three intercorrelation matrixes composed according to the increase of teaching experience. The obtained results allow talking about a marked influence of professional stress on the quality of teacher's personality. Emotional stability is regarded as one of the factors to deal with stress. Immediate practical value has a generated group of methods to diagnose the level of occupational stress objectively and quickly in terms of monitoring of professionally significant qualities of the teacher's personality.

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Keywords

Communicative features of the teacher's personality, Pedagogic activity, Professional stress