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CHARACTERISTICS OF THE COMPETENCIES OF THE PEDAGOGICAL STAFF IN THE CURRENT CRISIS SITUATION

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Varduhi Papoyan (Yerevan State University, Yerevan, Armenia)

vpapoyan@ysu.am

Alina Galstyan (Yerevan State University, Yerevan, Armenia)

alinagalstyan@ysu.am

Diana Sargsyan (Yerevan State University, Yerevan, Armenia)

dianasargsyan@ysu.am

Milena Karapetyan (Yerevan State University, Yerevan, Armenia)

karapetyanmilena@gmail.com



The article presents the role of pedagogue's competencies including psychophysiological manifestations, personal needs, abilities, as well as mental activity, interest, emotional tone, tension, comfort. All of the above factors are considered as more stable characteristics of the personality, the severity of stress is also taken into account, which in turn determines the direction of the personality's activity and is the basis for the formation of their competencies. The study was conducted with pedagogues and a multidisciplinary team from both community and urban schools in the Republic of Armenia, with a total of 162 respondents. Scores of 158 participants were valid. Analysis of the results showed that the main role in the formation and development of competence lies personal needs and interests. The results of the correlation analysis between the components of the methods used are presented and the t-test of the studied factors is calculated.

Key words: *professional competencies, pedagogue, crisis conditions, personal need, stress, interest.*

**ХАРАКТЕРИСТИКА КОМПЕТЕНЦИЙ ПЕДАГОГИЧЕСКИХ КАДРОВ В
СОВРЕМЕННОЙ КРИЗИСНОЙ СИТУАЦИИ**

Վարդու Սարգսյան (Երևանի պետական համալսարան, Երևան, Արմենիա)

Ալինա Գալստյան (Երևանի պետական համալսարան, Երևան, Արմենիա)

Դիանա Սարգսյան (Երևանի պետական համալսարան, Երևան, Արմենիա)

Միլենա Կարապետյան (Երևանի պետական համալսարան, Երևան, Արմենիա)

В статье представлена роль компетенций педагогов, включающая психофизиологические проявления, личностные потребности, способности, а также психическую активность, интерес, эмоциональный тонус, напряжение и комфорт. Все вышеотмеченные факторы рассматриваются как более устойчивые характеристики личности, учитывается также выраженность стресса, что в свою очередь определяет направленность деятельности личности и является основой формирования их компетенций. Исследование было проведено с педагогами и многопрофильной командой как общинных, так и городских школ Республики Армения, в общей сложности среди 162 респондентов. Валидными были показатели 158 участников. Анализ результатов показал, что основную роль в формировании и развитии компетенции лежат личностные потребности и интерес.

В основе процесса формирования компетенций педагогов и многопрофильной команды лежат устойчивые личностные характеристик и выраженность стресса, которые способствуют более эффективному построению и развитию профессиональной деятельности.

Представлены результаты корреляционного анализа между компонентами использованных методов и рассчитан t-критерий изучаемых факторов.

Ключевые слова: профессиональные компетенции, педагог, кризисные условия, личностная потребность, стресс, интерес.

ՄԱՆԿԱՎԱՐԺՆԵՐԻ ԿԱՐՈՂՈՒՆԱԿՈՒԹՅՈՒՆՆԵՐԻ ԲՆՈՒԹԱԳՐԻՉՆԵՐԸ ՆԵՐԿԱ ԾԳՆԱԺԱՄԱՅԻՆ ՊԱՅՄԱՆՆԵՐՈՒՄ

Վարդուհի Պապոյան (Երևանի պետական համալսարան, Երևան, Հայաստան)

Ալինա Գալստյան (Երևանի պետական համալսարան, Երևան, Հայաստան)

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Հոդվածում ներկայացվում է մանկավարժների կարողունակությունների դերը, որն իր մեջ ընդգրկում է հոգեֆիզիոլոգիական դրսևորումները, անձնային պահանջմունքները, կարողությունները, ինչպես նաև հոգեկան ակտիվությունը, հետաքրքրությունը, հուզական տոնուսը, լարվածությունը և հարմարավետությունը: Նշված գործոնները դիտարկվում են որպես անձի առավել կայուն բնութագրիչներ, հաշվի է առնվում նաև սթրեսի արտահայտվածությունը և դերը, որոնք ուղղորդում են անձի գործունեությունը և նպաստում կարողունակությունների ձևավորմանը: Հետազոտությունն իրականացվել է ՀՀ ինչպես քաղաքային, այնպես էլ համայնքային դպրոցների 162 մանկավարժների և բազմամասնագիտական թիմի աշխատակիցների շրջանում: Տվյալներից վալիդության պահանջները բավարարել են 158 հետազոտվողների արդյունքները: Հետազոտության արդյունքները փաստում են, որ կարողունակությունների ձևավորման և զարգացման գործընթացում կարևորվում են անձնային պահանջմունքները և հետաքրքրությունները: Ներկայացված են կիրառվող մեթոդների բաղադրիչների հարաբերակցության վերլուծության արդյունքները և հաշվարկված է ուսումնասիրված գործոնների t-ցուցիչը:

Հանգուցային բառեր: մասնագիտական կարողունակություններ, մանկավարժ, ճգնաժամային պայմաններ, անձնային պահանջմունք, սթրես, հետաքրքրություններ:

Interdiction. Recently, the changes taking place in RA due to the long-term crisis situation (war, covid-19 consequences) are challenging for professional abilities, among which we specifically referred to the professional competencies of pedagogical staff and their changes based on the effects of the crisis.

The paper presents the results of the study of the teaching staff competencies from the standpoint of mental activation, emotional tone and stress resistance parameters. Our goal is to show the manifestation of the above qualities as an additional resource in pedagogical activity, as well as the acquisition of new competencies. It is important to note that the modern conditions have been challenging for the professional competencies of pedagogical staff with the need to use technologies, as well as the changes that lie ahead came as a result of a number of effects caused by the crisis situation. Generally, the profession is made by competencies including the knowledge, skills and abilities and in crisis situation these components becoming the target. Pedagogical staff can feel the stress as a experience of unpleasant emotions, tension, frustration, anxiety, anger [10, 12]. In recent years, steadily increasing costs and consequences of pedagogues' stress has received

growing concern. To reduce the negative effects stress has on pedagogues, more attention needs to be paid to these growing effects of the crisis. Pedagogical stress is caused by environmental factors and individual characteristics: poor working conditions, scarcity of resources, heavy workloads, low level of ability to adapt to crisis situations, low level of openness to experience, emotional tone and etc [11].

In order to adapt to new requirements and ensure an efficient work process, such factors are important as critical thinking, technology literacy and collaboration, social skills. Environment and conditions are subject to change both natural and human-induced modifications [6].

The skills necessary for the formation of pedagogical abilities can be conventionally divided into three groups:

- The first group includes general or classic pedagogical skills, which the teacher can use to organize the lesson, discuss, evaluate, etc.
- The second group includes psychological or personal skills, such as communication, organizational skills, friendliness (kindness), open-mindedness, understanding, patient and etc.
- The third group includes professional skills that are mostly treated to mental – cognitive, behavioral and emotional processes, as well as self-control, time management, feasibility, creativity, teambuilding and etc. [9].

The activity level of the factors of each group depends on what goal is set in the process of organizing education.

Pedagogues' competencies affect their values, behaviors, communication, aims and practices, but also support professional development, so the discussion of pedagogues' competencies is great importance in field of psychology. Pedagogues need to improve knowledge and skills to enhance, improve and explore their teaching practices. Many of the studies on competencies of pedagogues focus on the teaching role of pedagogues in the classroom rather than pedagogues' competencies. The aims of education change very quickly depending on the demands of the era requiring more capability. These demands directly affect educational system. Pedagogical staff are responsible for operating educational system and they need strong and efficient professional competencies [7, 8]. The general framework regarding pedagogues' competencies were explained in many different dimensions as field competencies, research, curriculum, lifelong learning, social-cultural, emotional and mental, communication skills, information and communication technologies (ICT) abilities and environmental adaptive competencies [5]. In another references the competencies are defined as the set of knowledge, skills, and experience necessary for future, which manifests in activities. Define competencies as knowledge, skills, attitudes, values, motivations and beliefs pedagogues need in order to be successful in a job [1,4]. Analyzing the approaches the pedagogues need a wide range of competencies in order to face the complex challenges of today's world's crisis situations. The teaching

skills and life-long learning competencies of professional teachers comprise the following: to perform complex pedagogical duties, to be well-spoken, in good mental and physical health, stable and tolerant, to have a propensity to work with the younger generation, good communicative and observational skills, tact, a vivid imagination, and leadership [13, 2].

Thus the modern period of the development of society is characterized by cardinal socio-economic changes, the strengthening of the processes of globalization and integration, the constant introduction of innovations in all spheres of human life. These processes require the modernization of education, which leads to increased requirements for the professional activity of the pedagogues.

Participants and methods

It is relevant to study the features of psychosocial factors affecting the activity of pedagogical staff due to the influence of crisis conditions. Crisis effects contribute to the changes in psychosocial factors and bring new requirements for professional competencies [3].

The purpose of the article is to study the interdependence of the level of stress and psychological activity in the process of forming the professional skills of teaching staff in crisis conditions.

Taking into account the psychosocial changes caused by the crisis factors of recent years and their impact on professional competencies, the article examines the relationship between stress factors, mental activity, and emotional tone in the manifestation of professional competencies.

The study was conducted with teachers from both community and city schools of the Republic of Armenia, a total of 162 people. The results of 158 respondents were valid, 103 of which are teachers (51 residents of Yerevan and 52 residents of the regions) and 55 multidisciplinary team members (psychologists, social workers, speech therapists, and special pedagogues etc.), of which 24 residents of Yerevan and 31 residents of the regions.

We proposed the following research questions:

- What is the relationship between stress level and emotional tone among teachers and multidisciplinary team members?

- The manifestation of the level of stress and emotional tone in connection with the place of pedagogue's residence.

The following methods were used:

1. Dato formulates stress as the difference in equality between different types of pressure and adaption ($S = \text{Pressure} - \text{Adaption}$, $S = P - A$). This definition is the theoretical basis of the stress test developed by Dato. The questionnaire allows to identify exact degree of expression of a person's stress. Dato's stress test to identify the level of stress expression in people aged 18 and older. It includes 50 personal manifestations, which are grouped into three profiles:

Psychophysiological manifestations, Personal needs and Personal abilities. Each manifestation in these three profiles rated up to 5 points. Stress expression is presented in 4 levels: low (20-39%), moderate (40-59%), expressed (60-79%), ultimate (80-100%).

2. Assessment of mental activation and emotional tone

Mental activation, emotional tone and the stress assessment questionnaire is developed based on the modified stimulus material of the questionnaire. self-awareness, activity, mood (SAM) measure. The methodology allows to determine the level of interest and comfort. This methodology consists of 20 pairs of opposite statements with semantic content, which characterize mental activity, interest, emotional tone, tension and comfort. Each pair of statements has 3210123 rating scales. During the test, the subject independently evaluates their condition, determining the severity of each individual statements according to a 7-point scale.

Results and Discussion. Statistical analyses were performed using SPSS Statistics for windows, version 21.0.

The results of the correlation analysis between the components of the used methods are presented, and the t-test of the studied factors is calculated for independent samples of urban and community teachers.

Descriptive statistics of the main variables are presented in Table 1 and 2. In the Table 1 are presented Means and SDs for the group of pedagogues, as well as in the Table 2 are presented Means and SDs for subgroup of multidisciplinary team. The skewness and kurtosis for all variables were acceptable.

Table 1.

Means and SDs for all the variables in the study for pedagogues.

Variable	Mean	Std. Deviation
Psychophysiological manifestations	45	12.28
Personal needs	64	12.23
Personal abilities	49	7.16
Mental activity	12	3.93
Interest	9	4.14
Emotional tone	16	3.52
Tension	14	2.16
Comfort	13	3.28

As we can see in the table presented above, the personal needs manifestations have a high average expression among the personal stress manifestations, which means that the self-respect, self-acceptance, responsibility, commitment indicators have high expressiveness of the pedagogues. Despite of these in the table we can see that the factor of interest is low from mental activity, emotional tone, tension and comfort which means that highlighting and approaching with great responsibility their activities they manifest low interest.

Table 2

Means and SDs for all the variables in the study for multidisciplinary team.

Variable	Mean	Std. Deviation
Psychophysiological manifestations	48	11.73
Personal needs	65	11.1
Personal abilities	46	7.44
Mental activity	14	3.9
Interest	11	4.44
Emotional tone	15	3.61
Tension	13	2.6
Comfort	13	3.63

In the above-mentioned table are presented Means and SDs for multidisciplinary team, which coincides with the indicators of the pedagogues: high average indicator has personal needs and low average indicator we can see in the factor of interest. Which can mean regardless of differences in the activity of these two groups the environment is the same.

The results of the correlation analysis between the components of the methods used are presented and the t-test of the studied factors is calculated for independent samples of urban and community teachers.

A correlation analysis was carried out between the components of stress (profile of Psychophysiological manifestations, Personal needs and Personal abilities) and factors of mental activation and emotional tone (mental activity, interest, emotional tone, tension, comfort).

Below is a correlation analysis for a group of teachers. Positive correlations were found between the profile of Personal psychophysiological manifestations and

mental activity ($r=0.481$; $p<0.001$), interests ($r=0.435$; $p<0.001$); profile of Personal needs with emotional tone ($r=0.505$; $p<0.001$) and comfort ($r=0.431$; $p<0.001$); profile of Personal abilities and emotional tone ($r=0, 564$; $p<0.0001$).

We can assume that the tiredness and the need for rest among pedagogues correlate with psychophysiological manifestations such as forgetfulness, irritability, anxiety, and anger. That is, professional activity is accompanied by an information-saturated flow against the background of uncertainty characteristic of perception, to which is added the already complex, responsible, and specific work of a pedagogue. Other psychophysiological manifestations of the pedagogues' personality interdependence are characteristic of interests, which is most likely related to the teacher's involvement in work and high motivation.

As for correlations with the indicator of satisfaction of other requirements of stress resistance, we got the following, it is associated with self-acceptance, self-respect, responsibility and commitment. Also, indicators of satisfaction of requirements are directly correlated with emotional tone. The latter is manifested in pedagogical activity simultaneously with individual competencies.

From what has been said, it becomes clear that creativity, realistic perception, mobility, and artistic style play the main symbolic role in professional competencies.

Negative correlations were found between the profile of Personal psychophysiological manifestations and emotional tone ($r=-0.489$; $p<0.001$), comfort ($r=-0.515$; $p<0.0001$); profile of Personal needs and mental activity ($r=-0.290$; $p<0.01$), interest ($r=-0.352$; $p<0.01$); profile of Personal abilities and mental activity ($r=-0.361$; $p<0.01$) and emotional tone ($r=-0.447$; $p<0.001$).

Inverse correlations were also calculated for the results of our study. They refer to psychophysiological tone to the connection with comfort, which causes the expression of anxiety, propensity for harm, and complacency. Inverse correlations were also reported with behavior satisfaction, indicators of individual competencies, and mental activity.

For a multidisciplinary team, correlation analysis has the following picture.

Positive correlations were found between the profile of Personal psychophysiological manifestations and mental activity ($r=0.489$; $p<0.001$), and with interest ($r=0.395$; $p<0.01$). There is also a correlation between the profile of Personal Needs with emotional tone ($r=0.466$; $p<0.001$), and with comfort ($r=0.319$; $p<0.01$). High correlations were found between Personal Abilities with emotional tone ($r=0.493$; $p<0.001$) and with comfort ($r=0.412$; $p<0.001$).

Next, we analyze the correlation coefficients of the multidisciplinary subgroup of qualitative comments. Individual psychophysiological manifestations and indicators of satisfaction of needs are accompanied by mental activity. And they are blinded by emotional tone professional competencies, in particular realistic perception, common sense, and creativity.

In addition, negative relationships were found between the profile of Personal psychophysiological manifestations with emotional tone ($r=-0.596$; $p<0.0001$), and with comfort ($r=-0.585$; $p<0.0001$); the profile of Personal needs with interests ($r=-0.296^*$; $p<0.01$), as well as the profile of Personal abilities with mental activity ($r=-0.472$; $p<0.001$) and with interests ($r=-0.488$; $p<0.001$).

In the multidisciplinary team, individual psychophysiological manifestations are inversely correlated with emotional tone and comfort, as well as professional competencies are inversely correlated with mental activity and interests. In contrast to the indicators of pedagogues, in the multidisciplinary group, the artistic style and influence are weakly manifested.

In our opinion, this is due to the specifics of the activity, since they are dominated by individual meetings and highly professional classes, they do not experience fatigue from constant group work, like most pedagogues.

The significant difference between the samples of teachers from Yerevan and the regions of Armenia is presented as follows: in terms of mental activity - $t=3.063$; $p<0.001$, emotional tone - $t=1.930$; $p<0.05$ and comfort level - $t=2.320$; $p<0.01$.

As we can see in the results Multidisciplinary specialists from Yerevan and the regions of Armenia did not differ in the profile of personal manifestations and emotional characteristics. It is assumed that this depends on the specifics of the activities of teachers. In the regions there is no clear differentiation between the functions of teachers and special teachers, who are included in a multidisciplinary group. In urban schools, the functions of both pedagogues and representatives of multidisciplinary groups are more clearly differentiated.

Thus, in professional activity there are specific personal characteristics, the combination and interrelation of which forms new competencies among teachers, depending on variable conditions and stress factors. These indicators are very relevant at the present time, which puts forward new challenges for the consideration and research of professional, psychophysiological and personal competencies of pedagogues.

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