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### THE RELATIONSHIP OF TEACHING EXPERIENCE AND PERSONAL CHARACTERISTICS OF TEACHERS

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At any time, there are many requirements concerning teaching, and that is not surprising, since this profession plays a huge role in the formation of many individuals. It makes a research of teacher's personality and qualities that are important for a teacher a particularly important issue.

Teaching experience is of great importance in the implementation of professional activities, as experience of a teacher is primarily practice and development of the most favorable forms of behavior in the activities of a teacher. But long-term work experience affects the personality of a teacher not only positively, along with the accumulation of experience fatigue and other factors that can further interfere with the fruitful work of the teacher increase, which, subsequently, can lead to an emotional burnout and many other difficulties in teaching [1,3]. Boyko V. V., Sorokin O. G, Maslach K. and many other researchers studied the issue of work experience influence on professional burnout. The relationship of teaching experience with other personal characteristics is little studied, but it is extremely important for the favorable implementation of the educational process.

The following social and psychological features of a teacher - level of communicative control, rigidity, emotional barriers in interpersonal communication, anxiety and emotional burnout - are extremely important for studying. The mentioned above features of a teacher influence teacher's relationships with students, which, in turn, affect the students themselves and their personal development.

The aim of the research is to study personal characteristics of teachers and their work experience.

**Material and methods.** To achieve our aim we used the following techniques- the technique of testing emotional barriers in interpersonal communication (V. V. Boyko), the technique of testing professional burnout (K. Maslach, S. Jackson in the adaptation of N. E. Vodopyanova), the technique

of testing of rigidity (Eysenck), the technique of testing of anxiety (Spielberger-Hanin) and the technique of communicative control (M. Schneider).

42 teachers with teaching experience of 1 to 40 years, 33 females and 9 males of Polotsk State University took part in our research.

**Findings and their discussion.** At the first stage of our study, the level of rigidity, communicative control, emotional barriers in interpersonal communication, anxiety and professional burnout were measured, and comparison of the test data with the test norms were made.

At the second stage of the study, the relationship between work experience and personal characteristics of teachers was revealed. Spearman's criterion was chosen for statistical processing of the data obtained during the study.

As a result of comparison of work experience with the level of anxiety ( $p=0,07$ ), communicative control ( $p=0,2$ ), barriers in interpersonal communication ( $p=0,1$ ), rigidity ( $p=0,1$ ), there were no correlations.

In comparing work experience with emotional exhaustion, depersonalization and reduction of professionalism, correlations were found (emotional exhaustion –  $p=0.006$ , depersonalization –  $p=0.03$ , reduction of professionalism –  $p=0.006$ ).

Correlations were found between anxiety and emotional barriers in interpersonal communication ( $p=0.00006$ ); anxiety and emotional exhaustion ( $p=0.0009$ ); anxiety and reduction of professionalism ( $p=0.009$ ).

At the third stage, the teachers with different work experience were subdivided into 4 groups based on approaches of Povarenkov Y. P., Kudasheva A, and D. N. Zavalishin in accordance with the main stages of professional formation:

- a) Working experience from 1 to 9 years. (from 1 to 3 years and from 4 to 9 years were combined, because in the group from 1 to 3 years there were only 2 teachers);
- b) Working experience from 10 to 15 years;
- c) Working experience from 16 to 21 years;
- d) Working experience –more than years [2].

At the same stage, using the Kruskal-Wallis criterion, four groups of teachers with different work experience were compared with such characteristics as rigidity, communicative control, emotional exhaustion, depersonalization, reduction of professionalism, anxiety and emotional barriers in interpersonal communication.

Significant differences between the groups were revealed only on the scale of depersonalization ( $p=0.01$ ).

Based on the data obtained during the first stage of the study, a "portrait" of a typical teacher was described: it is a person with an average level of rigidity, an average level of communicative control, an average level of anxiety, an average level of emotional exhaustion, a high level of depersonalization, an average level of reduction of professionalism, whose emotions to some extent complicate interaction with partners.

Based on the length of working experience, in the indicator of "depersonalization", we can see that the highest rates on this scale show teachers with work experience from 10 to 15 years.

**Conclusion.** Thus, the hypothesis of the relationship of teaching experience with such characteristics as anxiety, professional burnout, communicative control, rigidity and emotional barriers in interpersonal communication is only partially confirmed, since the study revealed that the teaching experience is interrelated with emotional exhaustion, depersonalization and reduction of professionalism.

Correlations were found between anxiety and emotional barriers in interpersonal communication ( $p=0.00006$ ); anxiety and emotional exhaustion ( $p=0.0009$ ); anxiety and reduction of professionalism ( $p=0.009$ ) and the existence of significant differences between the four groups of teachers, divided by length of experience relative to the level on the scale of "depersonalization". The highest rates on this scale show teachers with working experience from 10 to 15 years. Such results may be because at this age (approximately 35-40 years) there is an age crisis, a greater emphasis is put on the family and the work goes to the background, as it may be due to a professional crisis, rethinking the importance of their professional activities.

At universities, students can provide their own motivation and can do much for themselves but a teacher still has a crucial and demanding role to play in the process of student learning.

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## COPING STRATEGIES OF ADOLESCENT CHILDREN WHO ARE IN DIFFERENT THE CONDITIONS OF HARMONIOUS LIFE

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In adolescence, there is a process of active formation not only physical and psychological development of the child, but also his coping behavior. Personal development are in progressive dynamics, so it is especially important to conduct a timely psych diagnostic study of adolescents in this age period, especially children in particularly difficult situations.

The aim of the study is to study the strategies of coping behavior of adolescents in different conditions of life.

**Material and methods.** At the stage of psycho-diagnostic studies we used the questionnaire "Ways of coping" S. Folkman, R. Lazarus [1] as well as the method of diagnosis coping strategies Khaimah (Test Khaimah deal with stress) [2].

**Findings and their discussion.** The psych diagnostic study was attended by subjects of adolescence - the department of dialysis and extracorporeal

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