

Dynamics of development of subjective well-being in future teachers

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Abstract

The problem of subjective well-being of a professional has long been an area of concern of many researchers. The modern world imposes more requirements on pedagogical workers. To cope with these requirements and occasional stressful situations and deliver high-quality work, teachers must develop and care about their subjective well-being. This study examines the phenomenon of well-being as a psychological category and analyses the ways of its formation.

Keywords: occupational well-being, positive functioning, pedagogical activity, professional culture, self-actualization, job satisfaction.

Introduction

The subjective well-being of an individual in the professional sphere is becoming increasingly important not only for the individual who seeks self-actualization in the profession, but also for society as a whole, which, in turn, is interested in highly qualified labor personnel.

A person who feels own well-being in the profession delivers better results in work and more successfully adapts to the professional environment, which is achieved by a positive attitude of a person to the professional activity performed.

Teachers that report having subjective well-being in the professional sphere, as was emphasized by Zenina [1], adapt faster to new

working conditions and demonstrate a high level of adaptability, which further helps to maintain a sense of well-being.

Teachers that cannot associate their state with will-being show a lower emotional state, bad spirit, level of satisfaction with everyday activities, and also note a lower level of significance of the social environment in comparison with teachers feeling well-being.

Literature review

Extensive study of well-being, its factors and criteria falls on the 1980s in foreign psychology by such researchers as M. Seligman, M. Csikszentmihalyi, E. Diener, M. Argyle, C. Ryff and others. In domestic psychology, there

has also been an increased interest in issues of personal well-being.

Ed Diener in his works introduced the concept of “subjective well-being.” Subjective well-being consists of three main components: satisfaction, pleasant emotions and unpleasant emotions. All these three components together form a single indicator of subjective well-being. As the author himself notes, it refers to the cognitive (intellectual assessment of satisfaction with various areas of life) and emotional (bad or good mood) aspects of self-acceptance. Diener [2] believes that most people somehow evaluate what happens to them in terms of “good – bad”, and such an intellectual assessment is always accompanied by a correspondingly colored emotion. Subjective well-being is intended not just to serve as an indicator of how much a person is depressed or anxious, but to demonstrate how much happier one person is than another. The author equates subjective well-being with the experience of happiness.

C. Ryff [3] considers subjective well-being as integral (complex) indicator of the degree of person’s orientation towards realization of key components of positive functioning, as well as the degree of realization of this orientation, subjectively reflected in experiencing happiness and satisfaction with oneself and own life. Thus, the phenomenon of psychological well-being is observed through the prism of the I-concept.

Kulikov [4] described subjective well-being as an integrative, relatively stable complex of experiences, in which many features of a person’s attitude to oneself and the world around are merged, including cognitive and emotional components. At the same time, the experience of well-being is an important part of the dominant mental state of a person.

Materials and Methods

This study aims to comprehensively examine the phenomenon of well-being of a teacher as a psychological category and analyze the leading prerequisites to the formation and maintaining subjective well-being in this profession. During the study, the authors conducted the analysis of the academic literature related to the subject under study, published works of a number of

foreign and domestic researchers on the concept of subjective well-being and its influence on the overall social functioning of a person. The methodological framework includes general scientific methods, i.e., scientific abstraction, analysis, synthesis, generalization.

The idea that the level of subjective or psychological well-being is associated with having certain strengths of character (positive resources of the individual) finds substantiation and empirical confirmation in a number of theories. Therefore, for a future specialist, it is important to develop positive personal qualities, life orientation and mindset to personal growth to have the positive dynamics of own well-being.

Results and Discussion

The problem of subjective well-being of an individual in the professional sphere is becoming more acute due to many reasons, including objective circumstances of the realization of activities, the results (effects) of general and professional socialization, as well as causes that do not directly relate to it, but largely act as determinants of well-being (social, political, economic uncertainty, environmental conditions, etc.). In this regard, we should observe the phenomenon of professional well-being, which is generally interpreted as the psychological well-being of an individual in the context of professional activity.

Subjective well-being includes a person’s self-assessment of the current health, life and professional success, material prosperity, etc., and expresses satisfaction towards own life. Well-being appears as an evaluative component of a person’s emotionally colored attitude to own life in all its spheres and manifestations, i.e., as psychological well-being [5]. Relying on the results of the literature review, it is possible to distinguish several approaches to the study of subjective (psychological) well-being of an individual. Traditionally, the academic literature identifies and describes the following approaches [6;7]:

- hedonistic approach, considers well-being as a path to happiness through the desire to maximize physical pleasure and avoid pain

and suffering. As an indicator of well-being, proponents of the hedonistic approach consider the feeling of experiencing happiness, satisfaction from achieving immediate goals, the predominance of positive experiences over negative ones (emotional well-being). This approach is developed mainly in cognitive and behavioral psychology;

- eudemonistic approach, which is based on the ideas of humanistic psychology and defines well-being as the fullness of self-realization (harmony) in the surrounding conditions, finding one's own individuality in society. Psychological well-being is considered as a multi-factorial construct that integrates cultural, social, psychological, physical, economic, and spiritual factors. Self-realization in the eudemonistic approach is associated with a system of values and priorities of the individual. The study of well-being is the study of the value-semantic aspect and motives of the individual, determining priorities and goals for achieving happiness.

Subjective well-being can also be considered optimal self-regulation, which is expressed in the experience of inner harmony (loyalty to oneself, compliance of desires with opportunities, sense of expediency of goals and means, freedom from anxiety, psycho-energy balance). A high level of subjective well-being determines the choice of effective strategies for solving life problems. Factors that affect subjective well-being are determinants of various kinds, levels, and generalizations. Their analysis leads to the conclusion that no single variable, whether demographic data or personality characteristics, determines the entire level of subjective well-being, but only makes a more or less pronounced contribution [8].

The experience of subjective well-being is characterized as individual for each person, it is determined by a personal interpretation of the situation, which determines the strategy of behavior and the direction of individual's activity. Researchers distinguish three types of subjective well-being: physical, psychological, and social [9]. This understanding is consistent with the approaches of well-known psychologists to the study of the internal structure of the personality, which includes the inseparable unity of the three images of the "I". Thus, in the structure of personality, according

to W. James [10], there are three classes of elements: the physical "I", the social "I" and the spiritual "I". The physical "I" includes the bodily organization and all the material that a person possesses. The loss or "damage" of any part of the physical "I" leads to the loss of "a part of the personality". The structure of the social "I" consists of roles, norms, and aspirations of a person to society. The spiritual "I" is a complete union of separate states of consciousness, specifically taken spiritual abilities and properties" [10].

However, in the study of subjective well-being, it is impossible to separate the various aspects of the "I" from each other. The concept of "subjective well-being" includes all the highlighted aspects and elements. In particular, it includes socio-normative attitudes, value and life-purpose orientations, needs, the implementation of which is predetermined by the entire set of conditions for its socialization [9].

C. Ryff [11] as the basic components of person's subjective well-being identifies positive relationship with others, self-acceptance (positive evaluation of oneself and own life), autonomy (the ability to follow own beliefs), competence (control over the environment, ability to effectively manage own life), having the goals that give life orientation and meaning, personal growth as a sense of ongoing development and fulfillment.

As the main integrative criterion, the structure of personal health of a professional includes the individual's subjective well-being upon condition of social orientation of the individual (engagement in the professional and socio-cultural community) and self-actualization. The concept of subjective well-being should also include specific behaviors that can improve the quality of life and achieve a high level of self-actualization [9].

Baturin et al. [12] identify factors at four levels of personal well-being:

- external (non-personal) factors: biological, social and material benefits that are linked to all components of the system through their subjective assessment;
- psychological factors: positive personality traits, temperament;

- interpersonal: positive conduct and actions, favorable interpersonal interaction, socially significant achievements;
- subjective-personal factors: affective, cognitive-affective and cognitive components that are expressed in emotions, assessments and judgments about their positive activity and non-personal factors.

The level of subjective factors includes the emotional state of a person and such features of the cognitive area as values, attitudes, awareness, the system of relationships and assessments to oneself and the environment, orientation towards achievement of goals, etc. In the context of professional activity, the following factors of subjective well-being are highlighted: experience of the possibility of realizing one's potential, subjective position, values and significant motives; the attitude to work, to colleagues, to management, to working conditions, to the object and subject of the work conducted, to values of the organization, to the requirements, to the results of own activities, etc. The system of semantic formations of a person includes professional self-determination, self-perception as a professional, hierarchy of professional and general values and their combination, value-semantic formations of a professional, semantic certainty in work [13], professional identity [14].

As for the professional sphere, occupational satisfaction, as an indicator of overall emotional feeling, is perhaps the most significant correlate of well-being. Professional well-being is an integral indicator of a person's positive functioning in the professional life, which includes emotional, cognitive and behavioral components that characterize a person's attitude to himself or herself, to the professional environment and organizational context.

Shamionov [13] emphasizes the role of the professional and labor sphere of human life as that ensuring the overall subjective well-being. Professional well-being is the most essential element for a working adult.

In terms of the system of person's relations, professional well-being depends on what place the professional activity occupies in the system of semantic and value orientations of a person, which in turn can change with age.

Analyzing the approaches to the concepts of "psychological well-being", and "subjective well-being" it is possible to identify the following components of positive functioning of a personality:

1. Emotional (affective), which is an emotional and evaluative attitude of a person to life, expressed in satisfaction. It is formed as a result of the balance of negative and positive emotions, the prevalence of positive emotions and feelings of the individual: joy, satisfaction and love, optimism, independence, self-acceptance, the ability to meet the desires.

2. Cognitive, which is a personality's representation of oneself, life, environment, personal welfare, and the correlation of these perceptions with the subjective criteria of well-being of each of the life spheres, resulting in having a level of life satisfaction as the correspondence between existing and the ideal situation and selection of a strategy for achieving perfect well-being.

3. Personality traits, that represent a set of individual qualities that are involved in the process of forming a person's ideas about well-being and, combined with temperament, determine the level of well-being in interpersonal relationships and the overall positive attitude to oneself and the world. The personality, building own relations with the surrounding world, inevitably involves own personality traits in the pursuit of subjective well-being. The analysis of personality traits as predictors of the experience of subjective well-being is significant for elucidating its universal and specific characteristics. The personality characteristics that ensure well-being include rational selfishness, high self-confidence, a strong sense of identity, etc.

4. Biological (physiological, mental, psychosomatic health, etc.) consists in psychophysiological safety and coherence of mental processes and functions, good state of physical and mental health.

5. Interpersonal (social), meaning the presence of social contacts of different levels, satisfaction with interpersonal relationships, social status, social roles, the current state of society and the presence of a sense of community.

6. Motivational (activity-related), which is a system of values serving as a criterion for evaluation of external and internal environmental factors, includes: purpose of life, goals, engagement and active transforming activity of a person in different spheres of life, the ability to be independent, to realize personal needs.

7. Self-actualization, which is a state of inner balance and meaningful completeness, wholeness of life, achieved through the experience of satisfaction with various spheres, the highest degree of self-actualization and development of all positive components of well-being. It is expressed in the prosperity of the individual.

8. Moral, meaning a sense of belonging to the spiritual culture of society and its awareness along with the experience of a life purpose; the presence of moral and ethical principles and attitudes of the individual.

9. External factors, consisting in the availability of resources to achieve goals, availability of medical care, professional education and opportunities for professional self-realization, desired income level, living conditions, quality of recreation, leisure, etc.

Individual's positive functioning, as stated Zausenko [15], implies a balance of adaptability and authenticity of an individual, which is expressed in the following indicators: self-acceptance, positive relationships with others, purposeful goals in life, environment management, autonomy, personal growth. The attitude of an individual to own positive functioning is expressed by the level of satisfaction with his/her achievements in transforming oneself and surrounding living conditions, the degree of confidence in own personal resources for further positive functioning in changing living conditions. Accordingly, the optimization of subjective well-being begins with a change in the attitude to oneself and life conditions [15].

It is very important to form the psychological well-being of a person starting in his/her late adolescence. This period is accompanied with overcoming the difficulties of forming a number of age-related constructs: reflection, awareness of one's own identity, formation of a worldview, setting up specific life plans, familiarization with various spheres of life and

activity. In adulthood, the psychological well-being of an individual is influenced primarily by the level of self-realization. The successful solution of life tasks that a person faces in adulthood, and, accordingly, the creation of the necessary conditions for the formation and preservation of psychological well-being will depend on the adaptive resources of the individual.

Emotional and personal well-being as a complex dynamic system represents an integral existential experience of a state of harmony between the internal and external worlds that occurs in the course of a person's life, activity and communication. The drop in the level of such harmony results in the experience of a state of emotional and personal distress [16].

To deal with psychological ill-being, an individual can form and develop such features of the cognitive and motivational-semantic aspects of a personality that contribute to a creative attitude to oneself, own personal and professional potential, to possible areas of its application to solve problematic life situations.

Among the criteria for assessing person's emotional state is satisfaction with life/work and its various aspects: relationships at work with colleagues and management, working conditions, work results, professional growth and opportunities provided by the organization, etc.; as well as passion, involvement, flow state as a state characterized by full commitment, pleasant emotions during work [17;18;19;1].

Within the framework of the subject-based approach, satisfaction with work is considered the most important factor of psychological well-being of a teacher. The feeling of satisfaction with work is a mediated manifestation of a person's commitment to the professional world as a space for self-realization.

Subjective well-being is an important condition for enhancing the culture of professional and pedagogical activity. The peculiarities of formation and realization of professional and pedagogical culture of a teacher are determined by individual creative, psychophysiological and age characteristics, as well as the socio-pedagogical experience of the individual.

Minyurova and Zausenko [20] consider the subjective well-being of a teacher as a result of

teacher's personal choice of positive functioning in the profession, achieved through independent development of personal qualities, some of which motivate the individual to further self-improvement, others stabilize and maintain the level person's subjective well-being.

Various researchers refer to the value component as the main component of subjective well-being. The value aspects of teachers' attitude to their professional activities are of utmost importance. The ability to realize values in the profession contributes to experiencing the sense of satisfaction from the work performed, and increases the level of subjective well-being in the profession.

The concept of "subjectivity" reflects the characteristics of the human inner world; accordingly, when it comes to subjective well-being, it is necessary to pay special attention to the establishment by the individual (subject) relations between the evaluation characteristics of external objects and phenomena, including the objective effects of own behavior and the characteristics of the internal world.

The results of many studies of the determinants of individual's subjective well-being indicate the high importance of the professional and labor factor. First of all, this concerns job opportunities. Numerous studies show that working people are more satisfied with life than unemployed.

To a large extent, the level of subjective well-being is affected by the system of relations in the process of labor realization, where it is possible to identify both psychological and socio-psychological ones, which to a large extent affect the experience of satisfaction with work. Individuals with advanced social skills are happier because they are able to build and maintain satisfactory social relationships. The latter is particularly important in human-to-human professions, where the ability to establish contacts, interact effectively with others, and a number of other properties are professionally important [21].

Undoubtedly, the professional sphere, in which the formation and realization of a person take place, plays an essential role in the system of relationships and experiences. As one of the institutions of socialization, it contributes to the formation of values, attitudes, and other

constructs that largely determine the life orientation, finding own place in the system of various relationships, and self-relations and systems of semantic formations, which then greatly determine the subjective well-being of the individual. The applied aspect of this problem is the need to prevent acute and chronic subjective ill-being in the professional sphere. It requires the disclosure of the mechanisms of its formation, the features of structure conversion at different stages of professional socialization and establishment in the system of psychological and socio-psychological formations of the personality, relationships, correlations, cause-and-effect relationships.

In the last century, Jahoda [22] proposed an integral, multidimensional model of psychological well-being, which is considered as a component of the subjective well-being of the individual. She analyzed and summarized a number of studies, which helped her to identify six key categories of psychological well-being, (she refers to it as "mental health"): self-acceptance (high self-esteem, a strong sense of identity); personal growth (a measure of self-actualization); integration (ability to cope with stressful situations); autonomy (independence from the influence of the social environment); accuracy of perception of reality (social sensitivity); competence in area of social environment (ability to social adaptation and effective problem solving) [22].

Eremina [23] came to the conclusion that subjective well-being of the individual is determined, in particular, by high sociability, courage, ability to learn, and a decrease in emotional tension and anxiety; it affects mainly the personal and communicative sphere of relationship with society.

To strengthen the qualified educational process, significant emphasis should be placed on the development of personal potential of students, activating their desire for self-actualization, turning it from a temporal process, taking place in the educational institution, into a long-term state, or even into a stable characteristic of the individual. In this case, the higher educational institution must fully fulfill its task of training the future specialist. In all branches of economy and business, graduates will entry not only with good professional training, but also with a formed need for self-actualization, that

finds its realization in cognitive activity, extensive interests, independent thinking, a desire to work with people, etc. Students now should acquire the professional culture, which will guide them throughout their career. Professional and pedagogical culture involves the ability of a specialist to work independently, manage the environment, strive for personal growth and positive relationships with others, which are components of psychological well-being. A person with high autonomy is able to be independent, s/he is not afraid to oppose own opinion to that of others, can think and behave unconventionally. Lack of sufficient autonomy leads to conformism, excessive dependence on the opinions of others [24].

Management over the environment implies possessing the qualities that lead to successful mastery of various activities, the ability to achieve the goals, to overcome challenges. Lack of this feature leads to a feeling of powerlessness, incompetence, inability to change something or improve in order to achieve the desired [24].

Psychological and pedagogical education of teachers contributes to their subjective well-being not only by increasing the level of psychological culture, but also through training, which forms their professional competencies that are demanded by the reality of our time. Enhancing the psychological culture of a teacher in the context of professional activity determines his/her flexibility and readiness to adapt to the constantly changing situation of modern education, economy, politics, and culture. The teacher should deeply master the professional activity, making it the subject of improvement and practical transformation. Enhancing psychological culture through the use of an activity-based approach in training and professional retraining contribute to the development of the need for activity, develop independence in the organization of pedagogical interaction, the need for purpose formation.

It is obvious that the subjective well-being of an individual also depends on the place the professional activity occupies in the system of values. If there is a focus mostly on communication, then, obviously, it to a greater extent determines the degree of well-being experienced. If the process of professional

activity occupies a leading position in the hierarchy of values, then it determines it [21].

As rightly noted Kovalevich [8], the social significance of pedagogical activity imposes special requirements on teacher's personality, intellectual potential, and moral character. Historically, each theory of training and education puts forward its own requirements for the personality and activity of the teacher. Thus, for the modern stage of education, it is important not so much to transmit knowledge, but to develop motivation and the ability to acquire this knowledge and apply it independently. A specialist as a representative of a certain professional culture is characterized not only by a specific set of knowledge and skills, but also by a certain methodological culture, life attitudes and values, features of professional behavior, and so forth [8].

The problem of job satisfaction is particularly acute in connection with many realities of the teacher's work, which have become particularly relevant in our time. Chudnovsky noted that the main professional meaning of the teacher's work is its long-term results, while professional stress, negative attitude to their work and emotional discomfort cause the reality of short-term prospects, which is why external factors do not make this work attractive to the subject [25].

Since the actualization of personal resources and continuous professional development are considered as the most effective ways to prevent professional deformations of the teacher's personality, it is obvious that psychological and pedagogical education should contribute to the formation of the internal position of the subject of continuing education. This area in the education of teachers is a promising path that leads to the formation of prerequisites for competitiveness and professional mobility, and to the development of prerequisites for psychological well-being [26].

A large number of emotional factors, both objective and subjective, are known to have a negative impact on the teacher's personality, generating intense emotional tension and stress. Also, it should be borne in mind that the profession of a teacher is one of the professions of the altruistic type – this in turn gives higher chances of emotional burnout. In case of the

latter, a specialist quite often resorts to leaving the position in quest of better work opportunities.

The problem of teachers leaving the job was addressed by the study of Wesley [27]. The researcher found that specialists who leave the teaching profession attribute it with better job opportunities, work conditions, and dissatisfaction with management as the key factors that influenced their decision. It should be borne in mind that when a qualified teacher leaves the profession, it requires much time, effort, and money to replace them [28]. Wesley believes that during the training teachers should be prepared for such factors as school climate, school culture, and principal leadership, which will help to form the realistic expectations upon entry into their teaching careers. The researcher's findings indicated teacher perception of school climate was more positive when principals were supportive. Climate and culture are the working conditions of the school. Therefore, helping teachers respond to the factors that contribute to their working environment could support teacher retention [27].

Along for the maintenance of school employees' job welfare and their ability to continue working, professional well-being of teachers is also important for their pupils' well-being and learning. Teachers that experience overall well-being at work can provide support, guidance and teaching to their students as a part of their teaching and education work better than previously. Satisfactory atmosphere in the working community, workers' proficiency, and good and motivational leadership only contribute to the professional well-being [29].

Currently, the most popular and widely represented approach to enhancing workers' proficiency is the approach to developing programs to improve the subjective well-being of employees, which is based on the main theoretical and methodological provisions of positive psychology and classification of personal strengths, developed by M. Seligman and C. Peterson.

The present-day trends for enhancing employee's professional well-being include [30]:

- Coaching, which is increasingly mentioned in scientific publications as a

method that is used by modern organizations along with more traditional mentoring practices, not only as a technology for training and developing staff, but also as an approach to solving issues related to the preservation and/or growth of the subjective well-being of employees. A non-directive style of interaction between the coach and the client reduces resistance to change (including reactance associated with a person's desire to be independent and resist external coercion) and increases the effectiveness of intervention programs.

- Cognitive-behavioral therapy, the main principles of which can be used as the basis of a training program for employees aimed at improving the well-being and job satisfaction of employees by changing work-related thoughts, attitudes, and behavioral strategies that arise and are implemented in the context of professional activities.

- Programs for improving professional well-being can be based on various strategies for psychophysiological recovery after work, which are highlighted by a number of researchers based on the analysis and study of the role of recreation and various types of leisure activity in maintaining professional health [31;32].

In the majority of cases, during the professional training the teacher is not prepared for the likely emotional overload, the training does not develop in future specialists the appropriate skills, knowledge, personal qualities necessary to minimize and overcome the emotional difficulties of the profession. Of particular importance is the problem of burnout in relation to such a significant aspect as the teacher's self-realization in professional activities. The professional environment is one of the priority areas of self-realization, since it is in this area that a person can fully reveal oneself.

Training of new personnel in the field of pedagogy should include the development of perseverance, self-control, orientation of future teachers towards achievement professional goals, while overcoming various external and internal difficulties and problems, within the framework of solving various professional tasks.

It is becoming more urgent to create conditions for successful socialization and adaptation of a growing person to changing socio-economic conditions, the formation of the need to acquire and replenish knowledge, motivation for education and self-education throughout life. In today's information- and technology-oriented world, involvement in continuing education is becoming an integral part of a person's life [33].

Without self-acceptance, understood as "awareness and acceptance of all aspects of your personality, a positive assessment of yourself and your entire life as a whole" [34], it is impossible to accept yourself as a representative of a certain sphere of professional activity, as a professional, and without personal growth, professional growth is impossible. That is why when forming person's professional orientation, new rules of personal life are formulated, designed to bring to a new, higher level of such characteristics of psychological well-being of the individual as self-acceptance, autonomy, competence in managing the environment, positive relationships with others.

Future teachers, as a rule, have a poor idea of the strengths and weaknesses of their personality, and do not know and do not use the potential opportunities for its development. An important professional quality of a teacher is self-confidence, which ensures optimal mobilization and stability of behavior.

The formation of future teachers' psychological prerequisites for professional self-realization is considered as a result of the influence on the cognitive, motivational, emotional and volitional spheres of their psyche, the work of a number of psychological mechanisms underlying professional self-development of the individual. These mechanisms include the mechanism of goal formation, since the ability to independently set goals and achieve their implementation is an important condition for mastering professional activity and self-improvement in it.

The development of goal formation processes in students-future teachers is carried out during educational activities, and in this regard of considerable importance is to perform tasks for designing the upcoming professional activity in the classroom in pedagogy, psychology, theory

and methods of training and education. Processing the actions of the teacher and their fixation in the form of verbal descriptions during professional training is also performed by students when solving problems, analyzing situations, forming their image of the teacher-master, including ideas about the objective characteristics of the teacher (professionally necessary knowledge and skills) and subjective characteristics (personal qualities of the teacher).

The mechanism of reflection helps to understand and evaluate the real external conditions in relation to oneself, to realize own advantages and disadvantages in relation to the chosen profession and, ultimately, to successfully mastering it. Reliance on this psychological mechanism is due to the consideration of a high level of development of self-consciousness of the teacher as a necessary condition for his/her successful professional activity.

Conclusions

As the main integrative criterion, the structure of personal health of a professional includes the individual's subjective well-being upon condition of social orientation of the individual (engagement in the professional and socio-cultural community) and self-actualization. To develop the subjective well-being of the future teacher, the professional training should be aimed at orientation of students towards self-realization, setting goals and achieving them, continuing education both in terms of professional skills and personal qualities needed to successfully realize the professional activity. Future teachers should also acquire the system of values that will guide their motivation for successful self-realization and will contribute to their positive functioning.

For the educational institution that provides employment for pedagogical workers the task is to maintain the good working climate, to provide support for teachers at all aspects of their activity, to implement the strategy for the coordinated work of the all personnel of the institution to efficiently resolve the upcoming problems, so that after graduation future teachers will be able to quickly adapt to the new professional environment. The study

proved the assumption that subjective well-being of a personality is one of the key criterion for the overall successful performance in work and personal fulfilment.

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