

Features of the dynamic development of self-regulation in future teachers

¹S. Oryngaliyeva, ²A. R. Yermentayeva, ³B. Ospanova, ⁴A. Zholdybekova

¹Doctoral Student, Kazakh Humanities and Law Innovation University, Republic of Kazakhstan,

²Doctor of Psychological Sciences, Professor, L.N. Gumilyov Eurasian National University, Republic of Kazakhstan,

³Doctoral Student, L.N. Gumilyov Eurasian National University, Republic of Kazakhstan,

⁴Master of Pedagogical Science, Senior Lecturer, Kazakh Humanitarian and Legal Innovation University, Republic of Kazakhstan.

Abstract

Article is devoted to the importance of self-regulation in the professional development of future teachers. The formation of self-regulation can be viewed as the ability of a person to bring his behavior in line with generally accepted moral norms, rules, values and professional requirements. The aim of the study is the necessity of the presence of this factor in the future teacher has been substantiated, since it is in personal self-regulation that the teacher's active-effective attitude towards students, towards himself, his social attitudes, experience, orientation and interests is manifested. Particular attention is paid to the fact that the formation of the foundations of self-regulation occurs during the period of professional training, when the process of personality formation takes place.

Keywords: Personal self-regulation, personality-oriented approach, professional activity, professional behavior, self-regulation, future teachers.

Introduction

The problem of professional and personal self-regulation of both teachers and future teachers in the modern world is in the very center of attention of researchers in all kinds of fields of knowledge. The field of pedagogical science as a whole is no exception, as well as the field of education management as one of its directions. Issues related to the study of teachers' self-regulation and the determination of the most effective ways to increase the level of self-regulation are currently reflected in the practical activities of the administration of an educational institution, where they strive to provide a psychologically healthy atmosphere in the teaching staff and teaching activities in general.

According to many studies, teachers are a professional group, much more prone to maladaptive tendencies [1]. The teacher's

maladjustment is facilitated by a high level of tension, increased load on the visual apparatus, the complexity of intellectual work, psycho-emotional, as well as physical stress. Disadapting factors include: low social security and prestige of the teaching profession, multifunctional socially responsible activity in conditions of information overload, the need for interpersonal interaction with students, parents, and colleagues [2].

Research conducted by D.A. Leontyev [3], show that 73.6% of school teachers note disturbances in the emotional sphere (bad mood, irritability), experience some difficulties associated with the regulation of their emotional state. About 52% of teachers observe impaired memory and attention, 43.5% have a decrease in mental and physical performance.

The most typical for teachers are neuropsychiatric disorders, overwork, back

pain, decreased vision, cardiovascular diseases and allergic conditions [3]. The phenomenon of psycho-emotional “burnout”, which is characterized by sleep disturbance, decreased activity, increased irritability, and ultimately a decrease in the efficiency of professional work, is more and more common. Stress plays an essential role in teaching. As an important determinant of human activity, stress has long attracted the attention of psychologists. The history of the study of this complex and interesting phenomenon took shape in psychoanalytic and sociological schools, which used a large arsenal of methods of recognition, description and research [4].

On the basis of these studies, in recent years, a lot of works have appeared, focused on the practical development of skills of stress-resistant behavior, which is an important factor in the self-development of a person and a professional. The starting point for solving various problems of self-development is the ability to understand what is happening to you and what you are at the moment, what are your strengths and weaknesses, as well as to know your capabilities. In another way, this skill and knowledge can be called self-regulation [5]. Meanwhile, some pedagogical educational institutions are mainly engaged only in the preparation of subject specialists, and may not consider issues related to the physical and psychological health of the teacher, not carry out work on the development of self-regulation skills. As a result, many teachers, having mastered the main aspects of professional activity (teaching, upbringing, pedagogical communication), at the time of the need to effectively resist the negative phenomena that accompany the pedagogical process, face difficulties.

The relevance of our research is due to the fact that the modern educational system, with the processes of humanization and democratization taking place in it, makes high demands on the personal and professional qualities of a teacher. Such requirements act as serious external stimuli in the teacher's work on himself. This presupposes an increase in the level of his psychological competence, professional culture, the fulfillment of the need to change oneself, the ability for creative self-development, self-assertion of oneself as a professional. The formation of a young person

as a future specialist and professional teacher is carried out in the process of professional training.

The university lays the foundations for future professional activities. Undoubtedly, the success of further pedagogical activity, realized only in a state of general satisfaction with one's personality and professional achievements, largely depends on the ability of the future teacher himself to regulate his professional behavior, his professional activity and personal characteristics. The success of pedagogical activity depends on the formation of the future teacher's personality pedagogical self-regulation as the main parameter of psychological competence, which is the teacher's regulation of his own capabilities in accordance with the requirements of professional activity. In personal self-regulation, the teacher's active-effective attitude towards students, towards himself, his social attitudes, experience, orientation and interests is manifested.

Literature Review

A significant contribution to solving the problems of self-regulation was made by scientists who studied the manifestation of this phenomenon in various activities. So, in particular, B.F. Lomov noted that, “while studying activity, psychology reveals the mechanisms of mental regulation of this activity, that is, those processes that ensure the adequacy of the activity of its subject, means and conditions” [6]. Much credit in the formulation and disclosure of important aspects of the problem of self-regulation belongs to the scientific school of V.M. Bekhterev and his students and followers, such as B.G. Ananyev, A.F. Lazursky, V.N. Myasishchev, etc. [6].

For example, A.F. Lazursky, reflecting on the concept of self-regulation of behavior, proposes to consider it in two directions. The first aspect, the most complete, is associated with the general attitude of the individual and the general direction of his activity. Another aspect, affecting regulation in the literal sense of the word, relates to the structure of the process and methods of its organization [7].

In the works of A.A. Bodalev [8] and A.R. Yermentayeva [9] revealed the development of

activity as a prerequisite for the development of general abilities, personality formation. According to him, self-regulation is based on the development of individual personality traits, taking into account the nature of its capabilities. In modern conditions, there is an urgent need to improve basic human capabilities, to increase their protective and adaptive qualities.

In his research, L.S. Vygotsky [10] pointed out that the human psyche participates in the regulation of behavior, which is the highest form of active adaptation of nature to their needs, in contrast to the passive adaptation of animals to the environment.

A significant contribution to solving the problems of self-regulation was made by scientists who studied the manifestation of this phenomenon in various activities. So, in particular, B.F. Lomov [11] noted that “while studying activity, psychology reveals the mechanisms of mental regulation of this activity, that is, those processes that ensure the adequacy of the activity of its subject, means and conditions”.

B.V. Zeigarnik views self-regulation as a conscious process that aims to control one's behavior. It distinguishes two levels of self-regulation: operational and technical, associated with the conscious organization of action with the help of optimization means and motivational, on which the general direction of activity is organized with the help of management of the motivational-needs sphere.

Within the framework of the motivational level of self-regulation, two of its forms can be distinguished: self-regulation as volitional behavior proceeding in conditions of motivational conflict and self-regulation aimed at harmonizing the motivational sphere, eliminating internal conflicts and contradictions on the basis of conscious restructuring and generating new meanings [12]. The second form of self-regulation is effective in critical situations, when the achievement of goals and the implementation of goals and motives that are vital for the personality due to objective reasons becomes impossible, and is a component of the experience. The process of experiencing is a special internal activity in the generation of meaning, which is actualized in critical situations [13].

O. A. Konopkin conducted theoretical studies of mental self-regulation or voluntary human activity (structural and functional aspect). According to the author, in the context of the general aspect of subjective development and human existence, one of the central basic places is occupied by the problem of the laws of a person's conscious regulation of his voluntary-purposeful activity [14]. With regard to a person, the bearer of higher forms of the psyche, who accepts the goals of his performing actions and realizes them by means available and acceptable to him, which he also determines himself in some cases, we can talk about conscious self-regulation.

We also note that O.A. Konopkin believes that conscious self-regulation is understood as a system organized by the processes of a person's internal mental activity to initiate, build, exploit and control various types and forms of voluntary activity, directly realizing the achievement of goals accepted by a person [15].

Also, studies by Summer S. Braun, Kimberly A. Schonert-Reichl, Robert W. Roeser [16] confirm the importance of teacher self-regulation skills and empirically tested the impact of self-regulation of teachers' emotions on student well-being.

Materials and Methods

Mastering the teaching profession is associated not only with the development of the teacher's personality, his abilities, skills, skills that help to successfully perform his work, but also with the ability to deal with the negative consequences of teaching activities, such as impaired well-being, fatigue, irritability, which manifests itself in relationships with children, colleagues, parents and the administration of the educational institution.

To date, various approaches are used to resolve the above difficulties of pedagogical activity. Let's consider some of them. The most widespread means is continuous psychological and pedagogical education of a teacher, raising his qualifications. This is due to the fact that the knowledge gained during the period of study at the university quickly becomes obsolete [17].

In the American literature, there is even a unit for measuring the obsolescence of a specialist's knowledge, the so-called "half-life of competence", borrowed from another science - physics. In this case, this means some time after graduation, when, as a result of obsolescence of the acquired knowledge, as new information and new research appear, the competence of a specialist may decrease by 50% [18]. Self-regulation is an important aspect in the professional activity of a teacher. The need for self-regulation arises when a teacher is faced with a new, unusual, intractable situation for him, which does not have an unambiguous solution or involves several options. Self-regulation is necessary when the teacher is in a state of heightened emotional and physical stress, which prompts him to impulsive, possibly thoughtless actions, or if he is in a situation of being evaluated by children, colleagues or other people [19].

Self-regulation is the management of both cognitive processes and personality: behavior, emotions and actions. Regulation means managing your thoughts and inner experiences, as well as your behavior. This is an integral system of psychic means, with the help of which a person is able to control his activity.

Self-regulation as an integral system has its own functional structure, it highlights the main components that implement such functions as:

1. Planning a goal. The whole process of self-regulation is formed on the basis of this component. This component performs a system-forming function and ensures the direction of human activity and behavior.
2. Model of significant conditions. This component reflects information about the internal and external conditions for the successful achievement of the goal. In the process, this component performs the function of a source of information, helps to clarify it, replenish it with new data.
3. Program of performing actions. This component performs the function of building a specific algorithm of actions, determines the ways to achieve the goal. Here you will find information on the methods of action and their sequence.
4. Evaluation and correction of results. This component performs the function of assessing

intermediate and final results, and also includes subjective criteria for the compliance of the achieved results with the set goal.

All components of self-regulation work as a single indissoluble process, providing a psychological structure for building the performed activity or the implementation of behavior [20].

Self-regulation (from lat. *regulare* - to put in order, to establish) - in the general case, this is the impact on the system, carried out in order to maintain the required performance of its work, but implemented through internal changes generated by the system itself in accordance with the laws of its organization [11].

The process of self-regulation as a system of functional blocks ensures the dynamic existence in the mind of the subject of an integral model of his activity, carrying out his activity. It was briefly mentioned that the structure of the functional model of self-regulation processes is a "private scientific" embodiment of the general proposition that the structure of the process is considered separately from the substrate and is reduced to the "internal mechanisms" of the process, how the process occurs, in the abstract concept of the "form of the process" or method converting content [21].

Moreover, the formal side of the process coincides with the concept of a functional structure. This model reflects the structural and functional aspect of the processes of mental self-regulation of the form. This form is isolated and reflects the most stable, invariant in the regulation of processes in relation to the diversity of its own psychological, content and operational-performing moments (a nonlinear stage-by-stage period of "scanning" of education is applied to the number of variables, comparison and refinement of individual functional elements by the subject and their coordination within integral regulatory process) [22].

The functional structure aspect is the main process of self-realization for the second required content analysis of the psychological aspect of these processes. The content-psychological aspect includes the analysis of information support for self-regulation through specific mental processes, products of mental activity and phenomena. Only by realizing this

aspect, it is possible to present the process of self-regulation as a living process of self-regulation, biased by the mental activity of the subject, taking into account all the features of its definition, informative and personal goals, the meaning of a person's attitude to the process of achieving them, business conditions, a palette of individual characteristics of the subject, and many other factors. The specific process of self-regulation, as a proper mental process, exists only in the unity of two aspects [23].

The model of the functional structure of self-regulation processes makes it possible to analyze the real safety of individual functional blocks, and hence the entire process of psychic means. Consider those who participate in targeted activities, in its relationship with a specific regulatory element, in order to assess their participation in the provision of specific functions, that is, to determine their special role and place in the entire regulatory process, in the mode of a self-regulation mechanism. This also makes it possible to assess the consistency of a given mental phenomenon by various parameters (for example, its information content, taking into account the semantic and value aspects) with other auxiliary processes of self-regulation by mental means, to predict and evaluate the modal participation (or refusal) of this factor in the implementation of the regulation process. In this regard, the direct correlation of various types and levels of mental phenomena with the characteristics of behavior or activity, typical for a number of researchers who use the term "self-regulation", is overcome, bypassing the accounting process itself, which mediates and determines the regime influence of the factors under study [20].

Thus, it becomes possible to analyze the relevant normative features inherent in a particular activity and associated with specific problems in their implementation. Another approach to the optimal information support of certain types of professional activity is the possibility of using professional selection and is guided by the principle of compatibility of individual characteristics of a person and any regulatory mechanisms corresponding to the requirements of this type of work. This shows the need for a special diagnostic development of the complete structure of regulatory

processes, as the most important line of subjective mental development. Some scientists widely use the concept of "self-regulation" in various sections of general psychology - psychology of motivation, personality, in applied fields - psychology of labor, developmental psychology. Its definition is often modified, and both the scope of the concept and its content are transformed. In the broadest sense, this term is defined as "the expedient functioning of living systems of different levels of organization and complexity", while emphasizing that regulation is carried out through mental reflection and modeling of reality [24].

More specific definitions reflect the specificity of the use of this concept. In general, studies devoted to the disclosure of patterns, functions, structure of self-regulation in Russian psychology can be divided into three groups. The first group is represented by works in which the features of voluntary regulation of activity are considered, the second group - the features of self-regulation of mental states, the third group - features of self-regulation of the personality [24]. This division of research can be called conditional, since a personality cannot exist outside of activity, and human activity is a functional manifestation of a personality in an activity that is organized, ordered and structured by the subject himself. All studies have general, sometimes similar, ideas about the self-regulation system as a structure that includes an invariant composition of functional links.

Thus, mental self-regulation refers to the conscious influence of a person on his inherent mental phenomena (processes and states) carrying out their activities and behavior in order to preserve or change the nature of their occurrence. Determining the significance of the normative model of mental self-regulation, it should be noted that it provides additional ways to solve a variety of problems associated with the general problem of researching a person as a subject of activity.

Results and Discussion

The essence of personal self-regulation is to bring one's behavior in line with the norms of social and professional morality. The most effective personal phenomenon of self-

regulation of behavior are moral categories. Moral self-regulation is a process that characterizes the ability of an individual to bring his behavior in line with generally recognized moral norms and professional requirements. This means that a person actively understands the environmental influences exerted on him and determines an independent attitude towards them.

Self-regulation is not limited to the choice of individual actions, it also consists in the formation of oneself as a person. For this, a person has a multilevel system of internal mechanisms or processes that take place in his moral consciousness and provide a stable connection between external requirements, expressed in the norms of social and professional morality, and behavior. The personality regulates its activity and behavior through the awareness and experience of these requirements.

Taking into account the above, we will emphasize the importance of stimulating internal factors for the formation of the skills of moral self-regulation of behavior, internal processes that ensure personal self-regulation of the teacher: empathy, decision-making, free choice of methods of behavior, actions, reflection about the perfect, introspection and self-esteem, psycho-correction of their states and behavior.

The essence of the teacher's moral self-regulation consists in the voluntary desire to constantly correlate his actions, deeds, intentions, interests with the interests of his students, their actions, deeds, intentions and encourage himself to be guided by their interests. Since the teacher in educational activities has to resolve the emerging situations, it is impossible to foresee and simulate all the options for their resolution. Therefore, for a teacher, it is of paramount importance to develop the ability to creatively apply the initial and basic forms of morality in resolving specific educational situations, to improve moral standards in accordance with changing living conditions and the growing demands of society for the moral image and behavior of the teacher.

For moral self-regulation, the high level of the general culture and consciousness of the teacher, the whole structure of his thoughts and

feelings, his inner appeal to people, the humanistic orientation of the personality are of paramount importance. To master the skills of conscious self-regulation, it is important to acquaint students not only with the phenomenon of self-regulation, but also to show how the self-regulation mechanism works, the structure of which includes three components. The normative component is moral knowledge, moral concepts, professional requirements for the personality and activities of the teacher; the evaluative component is the assessment and self-esteem, the conscious criteria for evaluating the personality, activities, communication of the teacher; the regulatory component is our feelings, attitudes, beliefs that regulate the behavior, activities, communication of the teacher; behavioral component - volitional processes, self-control, self-correction of behavior, personality and activity [25].

A holistic analysis of teacher self-regulation must be carried out in the unity of meaningful, dynamic and effective characteristics. Content characteristics of self-regulation include:

- 1) goal-setting in the realization of needs, motives, interests, attitudes, relationships of the teacher's personality;
- 2) worldview, conviction, ideals;
- 3) the level of claims, self-esteem, the system of social beliefs [26].

The dynamic characteristics of self-regulation include the analysis of behavioral signs: strength, intensity, speed, plasticity, stability of actions. The effective characteristics of self-regulation include an analysis of the effectiveness of the performed activities both in ordinary and in extreme conditions.

Reality shows that teachers who have the skills of conscious self-regulation have certain advantages:

1. Less conflict, live in harmony with themselves and the world around them.
2. They have better developed socio-psychological adaptation to constantly changing environmental conditions.
3. Themselves "remove" negative mental states, which improves their vitality, preserves mental health.

4. They are highly productive and successful in their professional activities.

5. Their professional and personal self-realization is possible.

Consequently, the development of the teacher's skills of conscious self-regulation is of practical value, since it allows the teacher to prevent personal and professional deformations, to achieve harmony with himself and the surrounding reality.

The success of the formation and development of self-management skills in pedagogical activity depends on a number of conditions. The main conditions include the following:

1. Formation of the system of long-term, stable and positive motivational states: interest, enthusiasm for pedagogical work, responsibility, positive attitudes towards pedagogical activity, professional value orientations, which is the basic level of teacher self-regulation. In addition, in the educational process, it is advisable to plan self-regulation as the ability to develop and use states that cause the cognitive activity of schoolchildren through their own interest, enthusiasm, creative enthusiasm, and an optimal working state.

2. The formation of the self-regulation mechanism, which is a closed loop. There are four main blocks in the structure of the self-regulation mechanism:

- purpose and self-programming of teaching activities;
- functional block of programming, including a subjective model of significant conditions of activity and the actual program of performing actions;
- block for evaluating the results of the self-regulation system, including the development of criteria for the success of the results and the actual assessment of the results of activities according to the selected criteria;
- block for correcting pedagogical activity, which implies correcting the goal of the activity, the model of significant conditions, the program of performing actions.

Thus, the necessary conditions for the teacher to develop the skills of conscious self-regulation are the presence of internal

motivation; possession of the self-regulation mechanism; the formation of the basic, current and operational levels of self-regulation.

To optimize the mental state in self-regulation, there are various methods - auto-training, meditation, physical exercise, self-massage, relaxation, breathing techniques, aromatherapy, art therapy, color therapy, and others [27]. Self-training is useful in those activities that cause increased emotional tension in a person, including in pedagogical work, since in the communication of a teacher with children and their parents, situations often arise that are called difficult and that require emotional-volitional self-regulation. The use of auto-training techniques allows a person to purposefully change mood and well-being, which has a positive effect on his health. Autogenic training increases working capacity, thereby increasing its pedagogical output [28].

Neuromuscular relaxation is a system of specific exercises for relaxing various muscle groups. The purpose of this workout is to relieve muscle tone, which is directly related to various forms of negative emotional arousal: fear, anxiety, embarrassment. By reducing or preventing muscle tone, you can relieve stress conditions, insomnia, migraines, and you can also normalize the emotional background [29].

Visualization has always been one of the means by which many philosophers have sought to achieve tranquility. Visualization skills make the inner world of a person much richer, increase his creativity and ability to empathy, sharpen his intuition. A clear presentation of the desired result leads to positive thinking [30].

Meditation is a classic way to concentrate, relieve psycho-emotional stress, mental and physical fatigue. In the area of healing the body, meditation reduces stress, brings inner peace and satisfaction with life. Meditation exercises reduce the need for outside medical care, medication, and thus the need to see a doctor. In the field of personal development, meditation strengthens the internal psychological structure of the personality, increasing its self-esteem and independence from the opinions of other people; forms a confident, calm at the same time optimistic outlook and outlook. In the field of training and education, with the help of meditation, mental

cognitive processes such as sensation, attention, memory, thinking, imagination are successfully developed, which in turn helps a faster and deeper assimilation of educational material; the creative potential, efficiency in the professional sphere increases [31].

Breathing is an important reserve for stabilizing the emotional state of any person. By learning to breathe correctly and use your breathing in various life situations, the teacher will acquire another way of emotional self-regulation. Breathing is subject to the control of consciousness, and we can control our breathing in certain doses and through it exert a certain effect on the activity of internal organs [32].

Aromatherapy is the science and art of the influence of aromas on the psychological and physical state of a person. It is used as a way to prevent overwork, irritability, depression. There are recommendations for the use of fragrances depending on the person's temperament, gender, time of day, year. It is known that citrus aroma will help to increase performance in the morning. Reduce stress levels - jasmine, eucalyptus, lemon. Improve interpersonal contacts - lavender and anise oils. The aromas of rosemary and jasmine improve memory and focus attention [33].

In practical classes, students also get acquainted with the basics of self-massage. In the oral cavity, on the auricles, on the palms of the hands and the soles of the feet, there are special points, acting on which during the massage, the functions of all internal organs can be regulated. As evidenced by oriental medicine, massage of the thumbs on the hands increases the efficiency of the brain [34]. Regular self-massage allows you to harden the body, increase its resistance to tonsillitis, bronchitis, sinusitis, which are considered occupational diseases among teachers. At present, neurolinguistic programming is used for self-regulation of mental states, which includes a cycle of exercises focused on the restoration of personality resources [35].

Knowing himself, his needs and the ways to satisfy them, a person can more effectively, rationally distribute his forces during each day, the whole school year. Positive thinking is defined with a person's faith in their own strength, high self-esteem and an optimistic

outlook on life, which is developed in the process of education, but even more so in the process of self-education. Positive thinking implies unconditional love for yourself, acceptance of yourself as you are. The teacher knows that patience, calmness, self-confidence are important conditions for the effectiveness of pedagogical influences. Exercising deliberate patience, slowness, the teacher can develop a more moderate pace of action, greater restraint in situations that previously upset him.

To achieve maximum effect, the following conditions must be observed:

- high-quality bibliotherapy technology;
- a group form of organizing interactive classes to get acquainted with a large number of poetic forms;
- the competence of the teacher conducting the bibliotherapy class;
- high-quality feedback at all stages of the creative process [36].

Thus, in the process of his professional activity, self-education, each teacher finds and applies his own methods and methods of self-regulation, with which he can influence his emotional well-being, exercise control and regulate the external manifestations of the psyche. Protection of their physical and mental health depends on the person himself, his desire and ability to use certain techniques and methods of mental self-regulation.

The novice teacher is faced with the task of practical mastering of all aspects of professional activity: teaching, educational, pedagogical communication, ways of self-realization of his personality, achieving results in the training and upbringing of schoolchildren, which requires large emotional costs. A teacher who has been working for many years develops an individual style of activity, gains experience, but also accumulates "mental fatigue". The profession of a teacher is accompanied by a lot of inner work, complexity, which leads to fatigue, sometimes even to overwork. Mastering the teaching profession is associated not only with the development of the teacher's personality, his abilities, skills, but also with negative consequences, such as deterioration of health,

fatigue, conflict, which manifests itself in relationships with children and colleagues. Therefore, the actual and important aspect in the teacher's professional activity is the self-regulation of the psychoemotional state. The protection of one's physical and mental health depends on the person himself, on his desire and ability to use certain methods of mental self-regulation. The choice of methods and means of self-regulation depends on the individual psychological characteristics of the individual. It is impossible to offer a specific method for all people. Accordingly, the successful professional activity of specialists is mediated by individual typological features of self-regulation of mental states.

In connection with this provision, in the perspective of our further research, the following tasks are set: 1. To investigate the relationship of individual - typological characteristics and self-regulation of mental states. 2. To reveal the potential of art therapy techniques for expanding the arsenal of ways of self-regulation of mental states.

Thus, the acquaintance of future teachers with the phenomenon of self-regulation, the motivational basis of the process, the mechanisms of its implementation at the personal, behavioral and activity levels has not only informational, but also practical value, since it will contribute to the prevention of personal and professional deformations in the process of personal and professional development of future specialists.

Conclusion

The problem of insufficient formation of professional-personal self-regulation among future teachers is quite relevant and important in the system of pedagogical and psychological sciences. The starting point for solving various problems of self-development and self-regulation is to be able to understand what is happening to you, who you are at the moment, what are your strengths and weaknesses, as well as know your capabilities and master the techniques of self-regulation. Insufficient mastery of self-regulation techniques can lead a teacher to neuropsychiatric disorders, overwork, nervousness, irascibility, pain in the spine, cardiovascular diseases, allergic conditions and emotional burnout. However, a

low level of knowledge, skills and abilities on self-regulation issues is not an unsolvable problem. To a certain extent, people are able to manage their condition, but they need guidance and practice, it is necessary to develop, improve the skills of behavior in a stressful, conflict situation, and pedagogical workers are no exception. It should be emphasized that self-regulation is, first of all, the most important professional quality of a leader, without which it is impossible for him to effectively perform his functions.

References

- [1] Mitina L.M. Psychology of teacher's professional development. Moscow: Flinta; 1998.
- [2] Formanyuk T.V. Syndrome of "emotional burnout" as an indicator of emotional maladjustment of a teacher. *Voprosy psikhologii*. 1994; 6: 57-63.
- [3] Leontyev D.A. Self-regulation, resources and personal potential. *Siberian psychological journal*. 2016; 6: 18-37.
- [4] Abolin L.M. Psychological mechanisms of human emotional stability. Kazan: Publishing house of Kazan University; 1987.
- [5] Sazonova N.P. Personal aspects of self-regulation of states in the professional activity of teachers. *World of Science, Culture, Education*. 2012; 1: 162-164.
- [6] Dikaya L.G. Psychological self-regulation of the functional state of a person (system-activity approach). Moscow: Institute of Psychology RAS; 2003.
- [7] Leonova A.B. Psychological technologies of human state control. Moscow: Smysl; 2009.
- [8] Bodalev A.A. Psychology about personality. Moscow; 1988.
- [9] Yermentayeva A.R. Psychology of subjective development. Nur-Sultan; 2019.
- [10] Vygotsky L.S. Psychology of human development. Moscow: Smysl; 2005.
- [11] Lomov B.F. Methodological and theoretical problems of psychology. Moscow: Nauka; 1984.
- [12] Bildanova V.R. Methods of psychological self-regulation. *Concept*. 2013; 1.
- [13] Zeigarnik B.V. Self-regulation of behavior in norm and pathology. *Psychological journal*. 1989; 2: 122-132.

- [14] Konopkin O.A. Mental self-regulation of voluntary human activity. *Voprosy psikhologii*. 1995; 1: 14-25.
- [15] Konopkin O.A. Psychological mechanisms of activity regulation. Moscow: Nauka; 1980.
- [16] Braun S.S., Schonert-Reichl K.A., Roeser R.W. Effects of teachers' emotion regulation, burnout, and life satisfaction on student well-being. *Journal of Applied Developmental Psychology*. 2020; 69.
- [17] Antonova E.A. Emotional stability as a factor of pedagogical activity. *Bulletin of the Saratov University*. 2011; 1: 100-104.
- [18] Razin N.A. Professional and personal development of a teacher in the conditions of innovative activity of an educational institution. *Modern high technologies*. 2008; 1: 48-51.
- [19] Konopkin O.A. Features of self-regulation in the educational activities of students and the success of teaching. Moscow; 1995.
- [20] Morosanova V.I. Self-regulation and individuality of a person. Moscow: Nauka; 2010.
- [21] Gunzunova B.A. Personal aspects of self-regulation of states in the professional activity of teachers. *Bulletin of the Buryat State University*. 2010; 7:170-175.
- [22] Stepansky V.I. Psychic self-regulation of activity (information aspect). Moscow; 1991.
- [23] Prokhorov A.O. Self-regulation of mental states: phenomenology, mechanisms, patterns. Moscow: PER SE; 2005.
- [24] Gunzunova B.A. Subjective self-regulation of a professional's personality. *Bulletin of the Buryat State University. Education. Personality. Society*. 2015; 5: 3-7.
- [25] Andreev V.I. Higher education pedagogy. Innovative prognostic course. Kazan: Center for Innovative Technologies; 2008.
- [26] Osnitsky A.K. The structure and functions of regulatory experience in the development of human subjectivity. Stavropol: PI RAO, SevKavGTU; 2009.
- [27] Nemov R.S. Psychology. Moscow: Vldos; 2004.
- [28] Alexandrov A.A. Auto-training: Handbook. St. Petersburg: Peter; 2007.
- [29] Baranova S.V. Learn to relax!: Relaxation techniques. Rostov: Phoenix; 2008.
- [30] Irzhanova L.S. Conquer stress!: Positive thinking trainings. Rostov: Phoenix; 2005.
- [31] Prokofiev L.E. The basics of mental self-regulation. St. Petersburg: Publishing house "Lan"; 2003.
- [32] Bach B. Therapeutic gymnastics. Moscow: AST; 2008.
- [33] Bildanova V.R., Shagivaleeva G.R. Fundamentals of mental self-regulation: a textbook for students of higher educational institutions. Elabuga: EGPU Publishing House; 2009.
- [34] I-Shen. Oriental healing methods. St. Petersburg: Nevsky prospect: Vector; 2007.
- [35] Sandomirsky M.E. Protection from stress. Working with the subconscious. St. Petersburg: Peter; 2009.
- [36] Oganessian N.T. Workshop on the psychology of creativity. Moscow: "Flinta; 2007.