

# The Technology of Formation Teachers, Coping Behavior as Soft Skills in Continuing Professional Education



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## Abstract

The article is discussed the problem of the formation teachers, coping behavior as soft skills. Based on the data of diagnosis teachers, coping behavior, the author proposes the technology of formation in the process of continuing professional education. The author describes the content of an elective educational course # PRO copings devoted to the formation teachers, coping behavior as soft skills. At the end of the article, a conclusion is drawn on the effectiveness of using this course.

**Keywords:** Coping behavior; Soft skills; Structure of coping behavior; Levels of coping behavior; Elective Educational course

## Mini Review

The concept of “coping behavior” is used to describe the characteristic ways of adaptive human behavior in various stressful situations [1]. Previous research indicates the problem of psychological coping intensively developed in the world of psychological science. Since the beginning of the 1980s study of coping behavior becomes a sphere of scientific interests and Russian scientists studying coping strategies, family stress and coping in healthy families, people at risk and those with chronic diseases. An essential feature of coping behavior is its ability not only to solve a problem situation, but also to change the personality who uses coping behavior [2]. The urgent problem is the formation of teachers, coping behavior as soft skills in the conditions of continuing professional education. We can note tree approaches to coping behavior formation – psychological, clinical and pedagogical [3]. The first direction is clinical. These are methods that modify behavior with the help of psychotherapy, both in a group and individually. The second approach is psychological direction (psychological correction) as training of social skills. Their goal is to change human actions in the external environment. The third approach to formation of people coping behavior is pedagogical. This is a process of purposeful and organized mastery of the formation coping behavior [4]. Soft competencies, or meta-subject skills, (soft skills) are defined as the acquired skills that a person has received through additional education and his personal life experience and which he uses for

his further development in the professional field. Copying behavior can be considered as an example of soft skills. These scientific positions were determined the purpose of the study. The purpose of the study was to identify the characteristics of teachers, coping behavior as soft skills; analysis of the possibilities of its formation in the conditions of continuing professional education. The study was conducted from 2007 to 2019 on the basis of the Cherepovets State University. The total sample was 1,500 teachers. A group of respondents who went through all stages of the study was selected from this sample. Their number was 30 people. The logic of research is subordinated to the following tasks:

- Characterize the organization and conduct of an empirical study of teachers, coping behavior as soft skills;
- Develop a diagnostic algorithm for studying (including express diagnostics) and predicting the of teachers, coping behavior as soft skills, conduct experimental testing of this algorithm;
- Identify the structure and characteristics of the typology of teachers, coping behavior;
- Evaluate the effectiveness of the results for evaluating the teachers, coping behavior as soft skills;
- Develop a technology for the formation of as soft skills in the conditions of continuing professional education.

The procedure for examining teachers was included: studying the dominant coping strategies, the style of coping behavior, the type of professional behavior, the reasons for professional and organizational difficulties, assessing the professionally significant qualities of a teacher, frustration tolerance, the level of subjective control, and the level of self-actualization. To evaluate the results, we identified the following levels of teachers, coping behavior as soft skills: optimal, advanced, acceptable and critical. Comparative results of the study of teachers, coping behavior are presented in Table 1. An analysis of the data was obtained allows us to note that the highest values of the optimal level of coping behavior of teachers are identified in the behavioral context of coping behavior. The most significant values of the advanced level of coping behavior are identified in the value-motivational and behavioral context of coping behavior. The highest values of the acceptable level are characteristic of the value-motivational context of coping behavior. The highest critical level values were

noted for the affective context of coping behavior. We noted that the optimal level of coping behavior as soft skills was observed in 10% of teachers, the advanced level was in 23%, the acceptable level was in 50%, and the critical level of formation of coping behavior was observed in 17% of teachers. Consequently, the leading level of teachers, coping behavior as soft skills was an acceptable level. Using the Pearson coefficient  $\chi^2$  was showed that statistically significant differences are distinguished between the affective and value-motivational contexts of coping behavior ( $\chi^2 = 34.1$ , significant for  $p \leq 0.01$ ). Analysis of the results of the study had allowed us to develop a technology for the formation of teachers, coping behavior as soft skills in the context of continuing professional education. The purpose of the technology is the formation of teachers, coping behavior as soft skills in the conditions of continuing professional education. The purpose of the technology is specified in a number of tasks:

**Table 1:** Comparative results of the study of teachers, coping behavior.

Levels of Coping Behavior as Soft Skills	Contexts of Coping Behavior as Soft Skills			
	Value-motivational	Cognitive	Behavioral	Affective
Optimal	7	10	17	7
Advanced	23	20	23	13
Acceptable	60	57	43	53
Critical	10	13	17	27

a) Determination of the main directions and content of the formation teachers, coping behavior as soft skills in the conditions of continuing professional education;

b) Identification of optimal conditions for the formation teachers, coping behavior as soft skills that contribute to the development of positive behavioral and personal contexts, in the conditions of continuous professional training;

c) Choice of methods and techniques for the formation teachers, coping behavior as soft skills in the context of continuing professional education;

d) Enhancing competence and preventing problems in educators in the process of creating teachers, coping behavior as soft skills in the conditions of continuing professional education;

e) Determination of the effectiveness of the formation of teachers, coping behavior as soft skills in the conditions of continuing professional education [4].

The characteristics of the technology for the formation of teachers, coping behavior as soft skills are presented in Table 2. For the practical implementation of the technology, we have

developed the content of the elective educational course # PRO copings. Logically and meaningfully, the course is interconnected with subjects aimed at the formation of coping behavior of teachers as soft skills. We were used for the # PRO copings course problem-search, heuristic, creative, game methods, information and communication methods. The leading forms of implementation of the course was extra-active (lecture classes), interactive (seminars) and interactive (trainings). Classes were held in small groups. Each form involved their combination with an emphasis on the leading role of the teacher or independent student activity. The main principles within which the # PRO copying educational course is implemented were the concept of developing education, synergetic didactics, pedagogical acme ology, pedagogical value ology and others. The course was designed for 108 hours/ 3 credits. The course # PRO copings has the course's work program, teaching materials and an assessment fund. The course's work program is included an organizational and methodological section, the structure and content of the discipline, a fund of assessment tools for conducting intermediate certification of students in the discipline, guidelines for students in mastering the discipline, and educational and methodological support for the discipline.

**Table 2:** Technology feature (according to G.K.Selevko).

Criteria for Evaluation	Technology Features
Application level	Meta technology
The philosophical basis of technology	Humanistic, personality-oriented
Methodological approach	Competency
The leading factor in personality development	Sociogenic, psychogenic
Scientific concept of learning experience	Activity
Orientation to the spheres and structures of the individual	Self-development technology
Technology's content	Humanistic
Type of pedagogical activity	Developing technology
Type of Technology Management	Cyclic, small group system
Methods and techniques for implementing technology	Developmental methods
Organizational Forms	Small group training
Means of training and education	Practical Learning Tools
Learning Approaches	Sociocentric technology
Technology Modernization Areas	Active and interactive teaching methods
Technology name	Elective course # PROcopings

The course structure contains three educational modules. The first module considers crisis and problem situations, crisis states of personality: features, types, consequences. The second module is devoted to the problems of psychological defense and classification of coping behavior, copying-personality resources. The third module examines the issues of development and the formation of a coping personality in the context of continuing professional education. Each module includes lectures, seminars and trainings. The emphasis is on the practical development of the material, as behavior can only be mastered in activity. To provide methodological support for the course, the author developed the # PRO copings workbook [5]. The structure of the workbook is corresponded to the content of educational modules. Workbook includes exercises, tasks, tests, questionnaires. Using a workbook is possible both in the classroom and on your own. Each module ends with a portfolio. Filling the portfolio helps the user of the workbook to track personal changes, to note possible deficiencies in the development of the material. The structure of the workbook also includes a glossary, literature, motivators. Testing of the electoral course # PRO copings as part of continuous professional educators has proven its effectiveness. Therefore, at the present day, three leading areas of formation and correction and coping behavior are distinguished. There are clinical, psychological and pedagogical directions. Each direction allows you to solve your own problems in the formation and correction of coping behavior. Only the pedagogical direction allows the formation teachers,

coping behavior as soft skills. An effective means of formation is the # PRO copying educational course. The # PRO copying educational course allows you to take into account the level of continuing professional education; leading context of coping behavior; leading activities; choice of form of study; teaching methods and technologies.

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