

**PROFESSIONAL FRUSTRATION OF PRIMARY SCHOOL
TEACHERS IN CONDITIONS OF UNCERTAINTY:
A THEORETICAL AND EMPIRICAL STUDY**

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INTRODUCTION

Today, education and modern psychological science are faced with the task of providing conditions for the formation of a psychologically healthy, emotionally stable personality, resistant to the frustrating effects of social problems and the educational process, able to act constructively in frustrating situations and overcome obstacles to life self-realization. Today, this issue is particularly relevant to the modern education system, as Ukraine is actively reforming this area.

The events that have been taking place in our country since December 2019 – the COVID-19 pandemic, as a result of which distant work and study have been introduced. February 2022 marks the beginning of the full-scale invasion of Russia, which in turn causes psychological trauma to society, and in some cases, physical trauma. In today's realities, the vast majority of the people of this country have lost the conditions of a normal and habitual life, the ability to communicate and to achieve their goals and plans. A period of insecurity is one of the factors that influence daily decisions, especially in professional activities. At a time when the priority is to preserve basic values, especially life and health, it is difficult, and sometimes impossible, to keep the focus on the enforcement of professional activities. Today, teachers have become one of the symbols of confrontation with frustrating factors and all obstacles, trying to carry out the educational process under any circumstances. Difficult life circumstances, which are superimposed on a number of characteristic features, form a certain configuration of individual psychological manifestations of the subject, which are not always constructive. A person's ability to overcome the effects of adverse environmental factors is an important condition for activating and realizing his or her personal potential. In this regard, it is becoming increasingly significant to study the problem of frustration states and reactions that have become an integral part of social life.

Numerous psychological studies have tried to explain the nature of inefficient actions and destructive tendencies in educational activity. Their reasons were associated with the social aspects of the teaching profession, its low prestige, with violations of the process of professional and personal development of the teacher (I. Ostopolets), with high stress, conflict and

frustration of pedagogical activity (S. Tukayev, B. Palamar, T. Vashaka, V. Mishiev, O. Chebykin), destructiveness of the teacher's intrapersonal protective conflict (T. Yatsenko), problems and difficulties of their professional adaptation, lack of adequate means of pedagogical activity, communication and establishment of interpersonal relations (Y. Kmit, B. Oleksienko), low development of professional thinking (V. Grinyova, O. Rezman), inconsistency of the value and meaning system of the teacher's personality with the requirements of the profession.

1. The essence of the phenomenon of teachers' professional frustration in modern psychological science

In order to clarify the essence of teachers' professional frustration and the peculiarities of its overcoming in the system of postgraduate education, it is necessary to consider scientific approaches to insight the main causes of frustration as a special psychological phenomenon.

Frustration is a mental state of acute experience of an unmet need. After stress, this is the most common type of difficult conditions that a person can experience in their life and work.⁸

The state of frustration can be caused by many reasons that are individual for a particular person, i.e. situations that are crisis for some people or completely unimportant for others and vice versa. However, it can be noted that frustration is especially noticeable in problematic situations that affect the structure of a person's self-awareness, primarily such important components as the level of claims and self-esteem.

In the household scientific literature, studies of stress and frustration in psychophysiological terms are widely represented. Among the few authors who shelter the problem in the social and socio-psychological aspects are I. Arshava, O. Dashkevich, L. Kitayev-Smyka and others.

In recent years, the use of the term "frustration" and the study of certain aspects of this problem has become more common in psychological literature (F. Vasilyuk, L. Abolin, V. Ageev, L. Grimak, etc.), but not in terms of studying this particular phenomenon, but in the context of solving other research problems.

Frustration researchers study those difficulties that are truly insurmountable obstacles or barriers that stand in the way of achieving a goal, solving a problem, or meeting a need. There are situations in life that often arise unexpectedly, like some kind of adversity or misfortune, which can only be called barriers or obstacles because they stand in the way of well-being and happiness.

H. Levitov identifies some typical conditions that are often encountered when exposed to frustrators, although they manifest themselves in an individual form each time¹. These states include the following:

1) Tolerance. There are different forms of tolerance:

a) calmness, prudence, readiness to accept what happened as a life lesson, but without much blame;

b) tension, effort, restraint of unwanted impulsive reactions;

c) bravado with emphasised indifference, which disguises carefully concealed anger or despondency. Tolerance can be nurtured.

2) Aggression is an attack (or the desire to attack) on one's own initiative by means of enthusiasm. This state can be clearly expressed in pugnacity, rudeness, bullying, or it can take the form of hidden ill-will and anger. A typical state of aggression is an acute, often affective experience of anger, impulsively disordered activity, anger, etc. loss of self-control, anger, unjustified aggressive actions. Aggression is one of the most pronounced stenotic and active phenomena of frustration.

3) Fixation – has two meanings:

a) Stereotypy, repetition of actions. Thus, fixation means an active state, but in contrast to aggression, this state is rigid, conservative, not hostile to anyone, it is a continuation of previous activities by inertia when these activities are useless or even dangerous.

b) Attachment to a frustrator that absorbs all attention. The need to perceive, experience, and analyse the stimulus for a long time. Here, stereotypical movements are manifested not in movements, but in perception and thinking. A special form of fixation is capricious behaviour.

4) Regression – a return to more primitive and often infantile forms of behaviour. It is also a decrease in the level of activity under the influence of a frustrator. Like aggression, regression is not necessarily the result of frustration.

5) Emotionality. For example, in chimpanzees, emotional behaviour occurs after all other reactions of adaptation to the situation fail².

Mental states influence and are trained in an individual's professional activity. E. Ilyin includes the following states: stress, boredom, frustration and burnout. According to their impact on performance, mental states are divided into two groups – positive and negative. The former is associated with the processes of mobilisation, while the latter is associated with the

¹ Вітюк В. Професійний розвиток педагогів в умовах інноваційного освітнього середовища післядипломної освіти регіону. Пед.пошук. № 1 (89). 2016. С. 56–68.

² Яценко Т. С. Психологічні основи групової психокорекції : навч. посібник. Київ : Либідь, 1996. 264 с.

demobilisation of a person's functional capabilities. The components of the mental state are the level of activation of the nervous system and experiences. The level of activation is characterised, on the one hand, by the ratio of thrill and inhibition processes in the cerebral cortex, on the other hand, by functional asymmetry, the inequality of activation of the left (activity or productive activation) and the right (emotional activation) hemispheres. An integral manifestation of feelings in situations of activity is a sense of confidence or uncertainty in achieving the goal.

Thus, mental states arising in the course of activity are called states of mental tension (functional states). Any variance from the state of relaxation requires additional energy expenditure and tension of the human mental sphere. This thesis allows us to look at activity as a condition for the emergence of mental states. In their study of the basic and situational determinants of frustration, I. Bulakh and L. Bushanska interpret them as internal (individual) and external (situational) factors of occurrence³.

The basic frustrating conditions they identified were characteristic traits, personality traits, types of attitudes and gender differences. These determinants, in their opinion, are the most significant, since in a certain sense they can be transferred by an individual from situation to situation and influence his or her behaviour in a variety of contexts.

The researchers refer to the situational determinants of frustration as living conditions, the strength of the frustrator, the degree of predictability or unexpectedness, the level of frustration, etc., although they agree that in some cases these conditions can obscure even bright individual inclinations⁴.

For an adequate understanding of the psychological nature of frustration, it should be borne in mind that problematic frustrating situations are usually internalised by the individual and give rise to internal conflicts between motives and reality. Therefore, it is the objective situation that ultimately frustrates a person, but it can lead to the emergence and unfolding of the entire chain of the frustration structure if, after perception and awareness, it is assessed as an internal conflict.

Some national authors consider such barriers as certain conflicts that arise in the process of activity and interaction with the environment. Thus,

³ Gura T., Gura O., Khodakovska A., Voloshko T., Diachkova V. Peculiarities of awareness by teachers of the New Ukrainian School and teachers of higher education institutions of Ukraine of the essence of effective teaching methods. AD ALTA. *Journal of Interdisciplinary Research open journal*.

⁴ Grinyova V., Rezvan O. Modernisation of primary school teachers' training: from knowledge to competence approach. *Advanced Education*. Retrieved from DOI: <https://doi.org/10.20535/2410-8286.859552016>.

A. Antsupov and A. Shipilov sort the barriers of the value and motivational sphere of personality as follows:

- 1) motivational conflicts (between aspirations, tendencies, etc.);
- 2) moral conflicts (between desire and necessity, between moral principles and personal attachments);
- 3) role conflicts (inter-role, intrapersonal or intra-role);
- 4) adaptation conflicts (imbalance between the subject and the environment);
- 5) conflicts of inadequate self-esteem;
- 6) neurotic conflicts (the result of an intrapersonal conflict).

These conflicts, individually or in combination, are always present in a team, as they cover the entire sphere of an individual's activity.

Based on the systemic-activity approach, O. Chebykin proved that only intense frustration has destructive effects (provokes distress, disorganisation of activities), while for each person there is an optimal level of frustration, which, combined with a strong motivation to achieve, mobilises efforts to successfully complete tasks, positively affects performance, and promotes psychosocial adaptation⁵.

This vision of the author demonstrates the positive impact of frustration on human success. Thus, a confident individual does not lose hope when faced with certain obstacles, but strives to achieve the goal with even greater intensity. However, it should be noted here that the frequency of frustrating situations is also significant for individuals. This means that even if the frustrating factors are not so intense as to lead to destructive consequences, the frequency of their occurrence also negatively affects life, inhibiting activity and causing a state of frustration.

Frustration in psychology is a multilevel term that has different perspectives: a state in which a person is (the personalised aspect); a psychological phenomenon (the phenomenological aspect); a factor (a determinant of personal change); an event (the activity approach), etc. Thus, the concept of frustration is quite complex and multifaceted.

Given that all mental phenomena are divided into three groups, namely 1) mental properties of the individual; 2) mental states; 3) mental processes, the phenomenon of frustration should also be considered in three contexts:

Frustration as:

- a mental property (frustration);
- mental state (frustration, frustrated behaviour);

⁵ Mostova T. Features of psychological readiness of primary school teachers to the profession underimplementation concept "New ukrainian school" Scientific Journal of the National Pedagogical Drahomanov University. Series 12.

– mental process (frustration process).

In turn, the state of frustration can be manifested in three ways:

- frustration as a positive phenomenon that motivates a person to act; as a negative phenomenon – a decrease in motivation or its complete loss;
- frustration as an emotional state (short-term, long-term);
- frustration in the volitional aspect can be positive – a manifestation of initiative, determination, purposefulness, as well as negative – despair, apathy, burnout, etc.⁶.

Thus, the state of frustration has both positive and negative manifestations, which in turn have a certain impact on the result of human activity. Depending on which mechanisms of the psyche are involved in emotional and volitional regulation, in this case in the context of professional pedagogical activity, we can build a psychological paradigm that will allow us to overcome the negative impact of the state of frustration on the teacher's personality.

Frustrated employees really want to succeed in their positions, but feel irritated by organisational obstacles or lack of resources. The key to reducing frustration is not only to increase employee engagement, but also to provide them with the conditions for success, i.e. opportunities to be productive.

The main danger of the formation of professional frustration of a personality is that it can develop rather slowly, and therefore – almost imperceptibly. This not only complicates its timely detection and taking certain measures, but also creates a situation where the teacher himself begins to get used to these negative trends in his development, and frustration and destruction become part of his personality.

O. Ostopolets defines frustration as a personal quality that can be generated by previous circumstances of life. This is a person's tendency to frustration, i.e. a state of depression, despair with elements of anxiety, which develops as a result of some real or imaginary life failures, inability to achieve a goal, or difficulties in adapting to a new environment with blocking of purposeful behaviour⁷.

Frustration is a degree of increased sensitivity to traumatic factors, in contrast to frustration tolerance, which is defined as resistance to adverse factors, or a weakening of the response as a result of decreased sensitivity to their effects. Thus, frustration tolerance is only a degree of response to adverse circumstances, while frustration implies the presence of trauma, as a

⁶ Калька Н., Ковальчук З. Практикум з арт-терапії: навч.-метод. посібник. Ч. 1. Львів : ЛьвДУВС, 2020. 232 с.

⁷ Остополець І. До проблеми вивчення стану фрустрації вчителів в їх професійній діяльності. *Психологія: Збірник наукових праць*. Київ : НПУ ім. М. П. Драгоманова, Вип. 2 (9). Ч. 2. 2000. С. 287–290.

result of life failures, which is potentiated by the action of adverse external factors.

The emergence of frustration is associated with the impossibility of direct realisation of the internal needs of human life (motives, aspirations, values, etc.) and is mediated by the subject's inability to cope with external and internal conditions of life. In this context, F. Berezin uses the term "frustration tension", noting that a person's adaptive capabilities directly depend on its level⁸.

Frustration is an objective mental state that arises in the general adaptation process. This state can be accompanied by destructive reactions if a person does not have adequate opportunities to fulfil current needs. At the same time, frustrations in the process of activity contribute to the acquisition of new experience and (in case of their successful overcoming) to the overall personal development.

The need to study the mental manifestations of frustration, as well as the factors leading to its occurrence in the pedagogical sphere, is due to the disorienting effect that frustration manifests in professional activities and at the personal level. The ability of a person to resist frustrating situations, avoid destructive consequences, adequately assess them, reflect on them, compare them with the general activity context, actualised goals and ways of activity (reassess them accordingly), demonstrating behavioural flexibility, largely depends on the readiness to work in deprivation conditions that can take on extreme forms. This willingness to suffer frustrating influences can be characterized by individual psychological tolerance to frustrating situations.

In their professional life, people can often face frustrating situations. I. Chaser pointed out four types of frustration in connection with a person's work:

1) Functional frustration. A person may be upset because of a lack of job satisfaction.

2) Frustration of beliefs. For example, a teacher who works in a school where everyone else is doing a poor job may become disappointed in themselves and people.

3) Ambition frustration. A person can hold a position for a long time that he or she considers humiliating based on his or her intellectual abilities and skills. This leads to deep disappointment and a sense of injustice.

⁸ Liaudanske, Vilma. Self-reflection as a tool of professional identity formation of future pedagogues. *Humanities Studies*. 2021. Issue 9 (86). DOI <https://doi.org/10.26661/hst-2021-9-86-1>

4) Reaction frustration. It occurs when an employee is treated unfairly by a boss and the employee has no way of responding⁹.

According to the WHO occupational rankings, one of the most stressful professions is that of a teacher. In addition to the fact that disciplining students severely undermines the teacher's psychological health, the whole job in this profession is stressful. The teacher has to solve many tasks during the lesson, he or she has to fit in 45 minutes to convey the material, monitor the involvement of each student, assess the learning, and evaluate objectively, as well as a pile of papers, exam preparation, and open lessons. Also, children need a special individual approach, so emotional burnout, professional deformation and frustration very quickly come in this rhythm.

Pedagogical activity is associated with solving a large number of tasks and problem situations and therefore belongs to the types of work, the process of which is not productive and algorithmic, but creative and searching. Each situation of communication, interaction with students, parents and colleagues puts the teacher in the conditions of comprehension and evaluation of their own activity, responsible choice of a certain position, action, deed.

Teaching is one of the types of professional activity that deforms a person's personality the most. The complex of economic problems that have developed today – low salaries, insufficient technical support, active reforms, as well as the implementation of professional activities in the context of a pandemic and then war – makes the work of a teacher extremely psycho-emotionally stressful.

All these factors have a devastating impact on the emotional sphere of the teacher. The number of affective disorders increases, feelings of dissatisfaction with oneself and one's life appear, and difficulties in establishing contacts with students, colleagues, and other people appear. These symptoms have a negative impact on the entire professional activity of the teacher, deteriorating performance, reducing the level of satisfaction with their own activities. Thus, there are changes in the motivational sphere of the teacher and the development of professional destruction, emotional burnout syndrome, professional and personal frustration as a prerequisite for professional deformation.

In life, it can be difficult to prevent and avoid problematic situations. When trying to master them, a person experiences physical and mental overload. According to F. Vasilyuk, there are four concepts that characterise difficult life situations: 1) stress, 2) frustration, 3) conflict, 4) crisis. In

⁹ Напрєєнкова Т. Роль тілесної терапії в само актуалізації майбутнього педагога. «Наука і освіта». *Психологія*. № 6. 2014. С. 89–93.

addition, at certain moments of life, mental states occur in cognitive activity (interest, doubt, etc.), in the volitional sphere (activity, passivity, determination, indecision, etc.), in the emotional sphere (affect, passion, mood, etc.).

Frustration is a mental state caused by the existing motivation to achieve a goal and the inability to satisfy the desire due to an insurmountable obstacle on the way to the goal. The following factors can be an obstacle:

- physical – poor physical development of the whole organism or individual organs;
- biological – genetics, diseases, age;
- social – prohibitions, customs, rules, norms;
- psychological – fear, willpower, mental capabilities¹⁰.

The consequence is a decrease in the level of volitional self-control and motivation to achieve (loss of faith in one's own strength, in the success of the case, etc.).

Considering the peculiarities of frustration in the conditions of pedagogical activity of primary school teachers, we will also consider organisational factors, which include the characteristics of professional tasks, the nature of management, the extent and degree of responsibility. The influence of personal and role factors in this case will be minimised, since these factors do not differ significantly in teaching activities in higher education institutions and secondary schools.

Based on the analysis of scientific research by both foreign and domestic psychologists, we can define the concept of “professional frustration”.

Thus, professional frustration is a relatively long-lasting psychological condition that arises as a result of the complex impact of external and internal frustrating factors and is characterised by the following emotional manifestations: loss or reorientation of goals, reduced professional motivation, which in turn leads to increased sensitivity of the specialist, experiencing such emotional reactions as aggression, anxiety, apathy, despair.

It should also be noted that professional frustration has positive consequences. Depending on the individual structure of the teacher's personality, this state can, on the contrary, motivate and encourage actions that will lead to overcoming obstacles and achieving the goal. This process is characterised by the reorientation of goals, the search for and use of other tools and approaches to achieve them, and the transformation of aggressiveness into energy and interest. The positive impact of frustration on

¹⁰ Марухина І. Основні завдання та зміст діяльності спеціаліста психологічної служби в умовах впровадження Нової української школи. Суми: НВВ КЗ СОШПО. 2019.

a person's life is characterised by the fact that a person grows and develops precisely when he or she learns to overcome frustration, while mobilising internal resources aimed at managing the environment to meet his or her needs. Moderate frustration ensures that the individual's attention is focused on the problem and ways to solve it.

2. Characteristics of diagnostic material for determining psychological conditions of overcoming professional frustration in primary school teachers

To study the professional frustration of primary school teachers, we used the following psychological diagnostic methods:

1. The Assessment of Work-related Behaviour and Experiences (AVEM) questionnaire. The authors of this questionnaire are U. Schaarschmidt and A. Fischer.

2. The projective test SFOP (Situations of Frustration in Teacher Communication) is a modification of the frustration methodology of S. Rosenzweig. It is designed to diagnose emotional reactions of teachers in difficult situations of pedagogical activity.

To determine the psychological needs of domestic primary school teachers, in June 2020, we conducted a survey at the Zaporizhzhia Regional Institute of Postgraduate Pedagogical Education (ZRIPPE) on the basis of the Zaporizhzhia Regional Institute of Postgraduate Pedagogical Education (ZRIPPE) to assess teachers' awareness of the psychological characteristics of their professional activities in the context of educational reforms, including the implementation of the NUS. For this purpose, an author's questionnaire was developed, which contained open and closed questions and rating scales. The survey involved 46 primary school teachers from Zaporizhzhia Oblast.

Other methods of diagnosing mental states include the method of expert visual determination of the emotional state by facial expressions, automated diagnosis of emotional reactivity based on the predominance of colour or shape in the structure of a mental image, and diagnosis of emotional intensity based on speech features.

Thus, modern practical psychologists can use techniques in their work that will make their work more productive and allow them to better understand the inner world of their clients and discover new dimensions of psychological research.

3. Analysis and interpretation of the results of the study of psychological conditions for overcoming professional frustration in primary school teachers in the context of modern challenges.

A confirmatory experiment

To better understand the needs of primary school teachers, we conducted a survey on the basis of the Zaporizhzhia Regional Institute of Postgraduate Pedagogical Education (ZRIPE) on the psychological characteristics of their professional activity in the context of educational reforms, in particular the introduction of the New Ukrainian School. At the first stage of the study, 46 respondents took part in the survey – primary school teachers of educational institutions in Zaporizhzhia region.

Among them: 68.9 % have more than 20 years of teaching experience; 13.3 % have 10 to 15 years of experience; 6.7 % have 3 to 10 years and 6.7 % have 15 to 20 years of professional experience; 4.4 % have 1 to 3 years of teaching experience. The age range of respondents varies from under 30 years to over 60 years. Also, the majority of respondents are representatives of general education schools – 51.1 %; educational complexes – 31.1 %; gymnasiums – 8.9 %; 2.2 % each – lyceum, boarding school and Zaporizhzhia Regional Institute of Postgraduate Pedagogical Education.

In Table 1, we have chosen to display the questions of our questionnaire and their answers in percentage terms.

Table 1

Survey of primary school teachers on the peculiarities of their work in the NUS

№ 3/п	Questions	Answer of the respondents (also in %)
1	In your opinion, how difficult is it to change your professional activity in accordance with the NUS Concept	26.7 % – average level
2	What do you think is the main difference between the professional activity of a primary school teacher in the NUS and the previous, traditional one	– change of priorities in education – 75.6 %; – peculiarities of using the educational environment – 73.3 %; – teaching methods – 44.4 %; – the nature of communication with students – 37.8 %.

Table 1 (continuance)

1	2	3
3	What professional qualities, in your opinion, are primarily necessary for the implementation of professional activities in accordance with the NUS Concept? (Choose 3 main ones)	1) openness to new things – 86.7 %; 2) critical thinking – 82.2 %; 3) communication skills – 42.2 %.
4	What difficulties do you face in implementing the NUS Concept? (Choose the 3 most important)	1) problems with methodological tools – 53.3 %; 2) unstable psycho-emotional state due to a significant increase in requirements – 44.4 %; 3) deterioration of health due to fatigue – 42.2 %.
5	What psychological barriers, in your opinion, prevent you from quickly changing your teaching activities in accordance with the new NUS requirements?	– Lack of internal resources for change – 40 %; – lack of confidence – 37.8 %; – misunderstanding of students' parents – 20 %; – lack of barriers – 15.4 %; – fear of criticism – 13.3 %; – misunderstanding of school administration – 8.9 %; – unwillingness to change their effective pedagogical activities – 2.2 %.
6	What methods of self-regulation do you use to overcome the difficulties of transition to the new requirements of the NUS	– change of activity – 68.9 %; – psychological methods – 35.6 %; – physical exercises – 13.3 %; – other – 8.9 %.
7	What professional situations cause you negative emotions?	– no such situations – 30.8 %; – interaction with the administration of the educational institution – 20 %; – communication with parents – 13.3 %; – planning group work – 11.1 %; – communication with colleagues – 6.7 %;

Table 1 (ending)

1	2	3
		<ul style="list-style-type: none"> – use of new game-based learning tools – 4.4 %; – written documentation – 2.2 %; – lack of material and technical resources – 2.2 %.
8	What associations do you have when you think of NUS?	<ul style="list-style-type: none"> – positive – 52.2 %; – no clear answer – 41.6 %; – negative – 6,5 %
9	What professional help do you need to reduce psycho-emotional stress and quickly transition to the NUS Concept?	<ul style="list-style-type: none"> – do not need any assistance – 35.2 %; – the need for methodological support – 28.6 per cent
10	Assess your level of professional readiness for the new format of activity in accordance with the NUS Concep	<ul style="list-style-type: none"> – low level – 4.5 %; – medium level – 8.8 %; – high level – 86,7 %

The analysis of the data shows that in the context of constant educational reforms, which change one after another, teachers are not always able to acquire new knowledge, develop new professional skills and realise the need for change. In our opinion, an important indicator of the survey is the following: teachers note that psychological barriers such as lack of internal resources for change (40 %) and lack of confidence (37.8 %) prevent them from quickly changing their teaching activities in accordance with the new NUS requirements. It should also be noted that there are some inconsistencies and contradictions in the answers. Thus, to the question "What difficulties do you face in the process of implementing the NUS Concept?" 53.3 % of primary school teachers identify problems with methodological support, 44.4 % – unstable psycho-emotional state due to a significant increase in requirements; 42.2 % – deterioration of health due to fatigue. At the same time, 35.2 % of respondents do not need any help, and 86.7 % consider their level of readiness for the new format of activity in accordance with the NUS Concept to be high. Such contradictions in the answers may indicate that the rapid pace of reform and the emergence of innovations in professional activity do not have time to be psychologically perceived. Also, from the point of view of the human body's need for homeostasis, the neurohumoral system takes longer to rebuild than is required today.

According to the survey data, we understand that primary school teachers need psychological assistance in the process of understanding and accepting new requirements for their work, which in turn will minimise the frustrating impact on the individual and prevent destructive psycho-emotional states. Also, one of the important aspects of psychological work with primary school teachers is teaching methods of self-regulation, which in turn will help to overcome and counteract professional frustration.

Thus, it can be noted that in the current conditions of education reform in Ukraine, the teaching profession is stressful, which requires self-organisation and self-regulation. The manifestations of stress in the work of a teacher include frustration, anxiety, exhaustion, depression, emotional rigidity and emotional devastation – this is the price of responsibility that teachers pay in the context of changing educational paradigms.

The second stage of the survey involved 124 respondents. The age range of respondents varies from 20 years to over 65 years. Among them: 8.1 % have more than 41 or more years of teaching experience; 32.3 % have 21 to 30 years of experience; 18.5 % have 31 to 40 years of experience and 15.3 % have 11 to 20 years of professional experience; 25.8 % have 1 to 10 years of teaching experience. The age range of respondents varies from under 30 to over 60. Also, the majority of respondents are representatives of general education schools – 62.9 %; educational complexes – 11.3 %; gymnasiums – 12.1 %; 13.7 % are teachers of specialised schools.

All calculations were performed in SPSS Statistics v.17.0.

To summarise and consolidate the array of empirical data, to identify the links between different aspects of overcoming frustration in the conditions of primary school teachers' professional activity, factor analysis with the Varimax rotation procedure with Kaiser normalisation was applied.

For the purpose of factor analysis, 32 variables were selected, which included both objective criteria of teachers' professional activity in the context of reforming the education system (teaching experience, work experience in primary school, age, etc.) and subjective characteristics of the subjects, which we obtained empirically. The subjective variables that were factored were obtained as a result of a specially organised and conducted survey of the specifics of teachers' professional frustration in the context of education system reform (teachers' answers to questions about the need to adapt to new conditions of educational activities, increasing the workload of teachers in the new educational environment, subjective position on the expediency of psychological support for teachers in the process of implementing the NUS, etc. According to the results of the factor analysis (Kaiser-Meyer-Olkin's measure of selective adequacy = 0.500, 12 factors were identified that describe 75.524 % of the total variance of the features.

Adequacy measure and Bartlett's criterion		
	The Kaiser-Meyer-Olkin measure of selective adequacy	,500
Bartlett's sphericity criterion	Approximate chi-squar	,325
	ct.cb.	1
	Definition.	,569

Let's take a look at the factors that we believe are indicative.

The first factor "Excessive involvement of a teacher in professional activity, which provokes the search for factors of frustration in oneself" (10.875 % of the total variance, factor weight is 3.480) includes such variables as "Healthy type" (-0.926), "Self-protective type, extrapunitive" (-0.923) and "Type of risk, extremely high subjective value of professional activity" (0.920). The content of this factor explains two trends in the distribution of features. Firstly, there is an excessive subjective value of professional activity for the representatives of the study group, which has a sufficiently pronounced weight in the emergence of teacher frustration in the process of mastering innovations, adapting to new and changed conditions of professional activity of the NUS. That is, it is the increased subjective significance of professional activity for teachers that is the main factor of a pronounced frustrated reaction to difficulties in adapting to new working conditions. If teachers had a less pronounced and less valuable attitude to their professional activity, then changes in the conditions of its implementation would not cause such pronounced frustration. This, in general, corresponds to the provisions of frustration theory, which stipulates the predominant role of the significance of a situation or event in the emergence of frustration.

Secondly, this factor demonstrates the connection between the excessive subjective significance of professional activity on the part of the teacher and the provocation of intrapunitive forms of response to the state of frustration in the professional environment in primary school. We emphasise that this trend describes the intense of intrapunitive reactions as a result of professional frustration, as the first two variables in this factor are inversely correlated with the trend it demonstrates. Accordingly, a pronounced negative correlation of the extrapunitive defence type is expressed in intrapunitive reactions to frustrating situations. Thus, the content of this factor explains the following regularity of diagnostic features: the emergence of frustration in primary school teachers is mainly due to the excessive subjective importance of the profession for them; also, the emergence of psychological stress as a result of frustration of professional self-

development leads teachers to search for the reasons for poor adaptation or failure in the conditions of the NUS in their personality, professional competence, etc.

The second factor “Active involvement of a teacher in professional activities and a balanced desire for self-development” (7.623 % of total variance, factor weight is 2.439) includes such variables as “Striving for excellence” (0.721), “Readiness for energy expenditure” (0.689), “Ability to maintain distance from work” (-0.602), “Active problem-solving strategy” (0.532), “Professional claims” (0.498), “Subjective value of work” (0.486). The content of this factor reflects the combination of variables that characterise several aspects of activity within the professional activity of primary school teachers, their desire to be an ideal specialist, their desire for self-development, and their claims to high professional status. At the same time, such a desire for self-realisation on the part of the teacher implies his/her readiness for energy expenditure, “investment” in professional activity, i.e. the professional sphere is regarded as a complex and painstaking work, rather than an easy achievement of the desired result. At the same time, within the framework of this factor, active fulfilment in the profession for a teacher necessarily implies emotional and personal involvement in the activity itself, the inability to distance oneself from work, which was partially emphasised in the first factor, and is proved by the negative correlation of this variable with the trend of the factor. Thus, this factor reveals the tendency of modern teachers to actively implement as a mechanism and means of overcoming frustration when it is necessary to adapt to the NUS system, while this factor once again emphasises the significant role of the personal factor and a pronounced subjective attitude to their profession in overcoming frustration and difficulties.

The third factor “Orientation towards emphasising the absence of changes in the education system as a result of burnout” (7.342 % of total variance, factor weight 2.349) includes the variables “Burnout” (0.949) and “Obstructive-dominant, impulsive type of frustration reaction” (0.939). The content of this element describes one of the potential ways of experiencing frustration and trying to solve it by teachers in their professional activities in the NUS. The essence of this option is to deny the fundamental novelty of the NUS, the presence of qualitatively new methodological and ideological trends in education. Moreover, such an objection to the new method is not a manifestation of a qualitative analysis of the system of methods of providing education to children, but a consequence of teachers’ professional and emotional fatigue. That is, experiencing frustration in the context of the new organisation of the educational process, teachers show a certain rationalisation as a defence mechanism – claiming that this form of education does not really bring anything new, does not have significant

differences from the traditional school. However, such statements are based on an emotionally negative attitude to the need to carry out the educational process in the NUS, and its emotional rejection. Thus, in this case, the reaction to frustration in professional activity is a direct denial. If in the previous factor, teachers reduce their emotions in order to avoid burnout, then within this factor, they reduce the essential features of the new organisation of learning in NUS.

The analysis of the information shows that in the context of constant educational reforms, which change one after another, teachers are not always able to acquire new knowledge, develop new professional skills and realise the need for change. In our opinion, an important indicator of the survey is the following: teachers note that such psychological barriers as lack of internal resources for change (40 %) and lack of confidence (37.8 %) prevent them from quickly changing their teaching activities in accordance with the new NUS requirements. It should also be noted that there are some inconsistencies and contradictions in the answers. Thus, to the question "What difficulties do you face in the process of implementing the NUS Concept?" 53.3 % of primary school teachers identify problems with methodological support, 44.4 % – unstable psycho-emotional state due to a significant increase in requirements; 42.2 % – deterioration of health due to fatigue. At the same time, 35.2 % of respondents do not need any help and 86.7 % consider their level of readiness for the new format of activity in accordance with the NUS Concept to be high. Such contradictions in the answers may indicate that the rapid pace of reform and the emergence of innovations in professional activities do not have time to be perceived psychologically. Also, from the point of view of the human body's need for homeostasis, the neurohumoral system is being rebuilt longer than it needs to be in the present.

According to the survey information, we understand that primary school teachers need psychological assistance in the process of understanding and accepting new rules for their work, which in turn will minimise the frustrating impact on the individual and prevent destructive psycho-emotional states. Also, one of the important aspects of psychological work with primary school teachers is teaching methods of self-regulation, which in turn will help to overcome and counteract professional frustration.

Thus, it can be noted that in the context of the transformation of education in Ukraine, the teaching profession is stressful, requiring self-organisation and self-regulation. The manifestations of stress in the work of a teacher primarily include frustration, anxiety, exhaustion, depression, emotional rigidity and emotional devastation – this is the price of responsibility that a teacher pays in the context of changing educational paradigms.

CONCLUSIONS

Given the new requirements for primary school teachers dictated by the implementation of the New Ukrainian School principles, the pandemic and the outbreak of war in Ukraine, we have come to the conclusion that it is necessary to define our own professional

frustration as a special mental state that affects the teacher's personality and, in turn, the quality of his/her professional activity. The analysis of scientific literature and direct interaction with teachers are the factors that allowed us to formulate a definition of professional frustration.

Also, when studying the psychological rules for teachers during the execution of educational reform, we can note that one of the main factors is teacher motivation. It is more possible to overcome the frustrating factors that affect occupational activity if you have an internal motive and concentrate on the final goal.

In turn, it is important for teachers to be aware of their psychological and emotional state. The rapid pace of reforms and events that directly affect and mostly increase the level of stress and actualise frustration processes simply do not allow us to pay attention to the teacher's personality. Consequently, psychological assistance when adapting to new working conditions is an important part of maintaining a harmonious psychological and emotional state of the teacher.

Also, thanks to the data obtained, the researchers identified the main factors of the emergence of such a phenomenon as professional frustration of teachers, one of the main ones being excessive involvement in professional activities, which is also manifested in the inability to separate one's personal self, one's personal needs from professional ones.

Thus, the empirical study discovered significant psychological characteristics of both the personality of a primary school teacher and the peculiarities of his/her professional activity, which created the basis for the development of a training programme aimed at psychological assistance to the teacher's personality in overcoming professional frustration, in particular during the education reform.

SUMMARY

Modern education is in the rhythm of constant changes and reforms. The state of professional frustration is becoming more and more relevant. According to the results of the first stage of the research – a survey of primary school teachers, regarding the psychological features of professional activity in the conditions of the implementation of the “New Ukrainian School” Concept. Attention is focused on the fact that the following data were obtained based on the results of the conducted survey: 1) teachers note that such psychological barriers as a lack of internal resources to change and

insecurity; 2) during the survey, we discovered that a significant proportion of respondents have an unstable psycho-emotional state, as a result of a significant increase in requirements for professional activity. Also, the results of the second stage of the study are presented. The obtained data allow us to assert the need to provide primary school teachers with psychological assistance in terms of their awareness and acceptance of new requirements for their professional activities, which in turn will make it possible to minimize the frustrating impact on the individual and prevent destructive psycho-emotional states in general. Also, the results of the study indicate a possible tendency to professional and emotional burnout. Attention is focused on the need for psychological support of teachers on the way to adaptation in accordance with modern times.

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