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## HEALTH CONDITION AS A FACTOR IN TEACHERS' PROFESSIONAL SUCCESS

### СТАН ЗДОРОВ'Я ЯК ЧИННИК ПРОФЕСІЙНОЇ УСПІШНОСТІ ПЕДАГОГІВ

**Meshko H. M.**

*Doctor of Pedagogical Sciences,  
Professor,  
Head of the Department of Pedagogy  
and Education Management  
Ternopil Volodymyr Hnatyuk National  
Pedagogical University  
Ternopil, Ukraine*

**Мешко Г. М.**

*доктор педагогічних наук, професор,  
завідувач кафедри педагогіки та  
менеджменту освіти  
Тернопільський національний  
педагогічний університет імені  
Володимира Гнатюка  
м. Тернопіль, Україна*

**Meshko O. I.**

*Candidate of Psychological Sciences,  
Associate Professor,  
Associate Professor of the Department  
of Psychology  
Ternopil Volodymyr Hnatyuk National  
Pedagogical University  
Ternopil, Ukraine*

**Мешко О. І.**

*кандидат психологічних наук,  
доцент,  
доцент кафедри психології  
Тернопільський національний  
педагогічний університет імені  
Володимира Гнатюка  
м. Тернопіль, Україна*

Modern society requires competent, professionally reliable, and successful teachers who are capable of personal and professional self-development and can realize their full professional potential at the highest level. A successful specialist is distinguished by the stability and effectiveness of their professional activity, reliability, a high level of work capacity, self-control, stress resistance, and a personal, value-based approach to success as a strategy for their professional growth.

A professional activity strategy focused on success motivates teachers to achieve professionally significant and recognized results, stimulating their desire for self-realization through their own professional achievements. Professional success, reflected in the level of satisfaction with pedagogical outcomes, depends on work efficiency and the state of the specialist's professional health.

In scientific literature, the concept of "success" is often studied through the framework of «goal – process – result», while the success and reliability of professional activity are examined through the lens of activity efficiency. Researcher T. Skoryk, in particular, asserts that success in pedagogical

activity depends on the qualitative characteristics of pedagogical competence, skill, creativity, professionalism, and the acme vector of pedagogical activity [2]. This perspective emphasizes an integrative approach to the formation and development of professional success but does not consider its dependence on the teacher's professional health or the psychophysiological «cost» of achieving maximum professional results.

The efforts invested in building a career and achieving professional success serve as an indicator that determines the psychophysiological «cost» of professional activity and directly affects the teacher's professional health. Professional success achieved «at any cost» leads to professional distortions in the teacher's personality and negatively impacts their health. If a teacher works «to exhaustion» in pursuit of professional success, such activity cannot be considered truly successful, as it harms their well-being.

Analysis of psychological and pedagogical literature shows that the success of professional activity is determined by the characteristics of the intellectual, motivational and emotional-volitional spheres of the teacher's personality, as well as his individual psychophysiological qualities. In this aspect, the psychological stability of the teacher is also important, which «enables him to act successfully in difficult conditions of professional activity» [1]. Therefore, to assess the success of pedagogical activity, it is the psychophysiological costs necessary to solve professional tasks that are important.

On the other hand, satisfaction with one's professional activities and achievements fosters the emergence and manifestation of favorable mental states in teachers during their work, reinforcing their motivation to achieve professional success and excellence. It generally stimulates the desire to continue engaging in pedagogical activities, contributes to the preservation of professional health and longevity, and helps prevent emotional burnout.

Psychological support for professional activity is extremely important, which involves: creating conditions for the safety of pedagogical activity; reducing the impact of adverse factors of professional activity and individual characteristics of teachers; assisting in achieving the optimal functional state of the teacher in relation to the psychophysiological «cost» of the efforts he expends on performing a certain type of professional activity; creating favorable conditions for the actualization of personal and professional potential; increasing the level of professional stress resistance of a specialist; maintaining his optimal working capacity.

When planning their professional achievements, teachers need to focus on their potential capabilities, internal resources, and professional health. They must also consider their behavioral patterns in stressful situations and coping strategies, as mental and physical well-being depend on the chosen

behavioral approaches when facing professional challenges or psycho-traumatic situations.

The administration of an educational institution must also be aware of the real state and individual characteristics of each teacher in order to effectively manage the process of ensuring their professional success. In pedagogical management, it is crucial to consider the underlying factors that shape a specialist's interests, actions, and motivation, which is driven by a broad range of needs. To purposefully influence teachers' behavior, educational leaders must understand which needs they prioritize and what guides their decision-making in specific situations.

A careful approach to studying and monitoring teachers' needs is essential, as well as fostering and enhancing their motivation. At the same time, following A. Maslow's hierarchy of needs theory [3], it is crucial to create conditions that allow teachers to fulfill their priority needs through a set of actions that simultaneously contribute to their professional success, psychological well-being, career longevity, and the achievement of institutional goals.

We see prospects for further scientific exploration in identifying ways to ensure teachers' professional success within educational institutions.

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