



PERSONAL FACTORS OF PROCRASTINATION SYNDROME IN DIFFERENT PERIODS OF PEDAGOGICAL ACTIVITY

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ABOUT ARTICLE

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Abstract: The article presents the results of the study of personal factors of procrastination among secondary school teachers in different periods of pedagogical activity. The following factors were considered: emotional burnout syndrome, motivation and sense-life orientations. Multiple regression analysis was used for data processing. It was found that each period of pedagogical activity is characterised by its own, inherent in this period, combination of personal factors of procrastination. At the same time, no joint influence of personal factors on the level of procrastination was found in teachers undergoing a pedagogical crisis and formed teachers.

INTRODUCTION

The first scientific studies on the issue under consideration appeared in the 1970s in the USA. In 1977, P. Ringenbach introduced the scientific term "procrastination" into science. Initially, the concepts of "procrastination" and "laziness" were considered synonymous, and later the first entered scientific circulation and was defined as a scientific phenomenon. With the advent of the term "Procrastination", there are not many approaches to its definition.

This concept means a voluntary irrational delay in the implementation of planned actions, which negatively affects the individual (K. Lay) [1] and causes certain problems (Ya. I. Varvaricheva) [2]. Procrastination is a complex, psychologically heterogeneous phenomenon, including behavioral, emotional and cognitive components, and the motivational sphere of the individual. It is manifested, first of all, in behavior. Postponement of necessary activities and decision-making (N.N. Karlovskaya and R.A. Baranova) [3]. Having studied the educational process and identified the factors that lead to procrastination among teachers, S. V. Poznyak identified the greatest correlation between this phenomenon and the characteristics of the emotional sphere, manifested in anxiety, neuroticism, as well as emotional apathy and instability.[4]

Thus, procrastination is a multifactorial phenomenon and is caused by a complex of situational, temporary and personal factors.

All these factors contribute to the fact that a person becomes irresponsible, dependent, and has a desire to make decisions together with other people.

Procrastination is also associated with organizational shortcomings in the work of teachers: lack of time to complete work, high workload due to lack of support from colleagues and management. They are the causes of stressful situations, the continuous impact of which leads to intellectual, physical, psychological and emotional exhaustion (professional burnout). Based on the results obtained, for experienced

Teachers are characterized by tension in the emotional and physiological systems of the body. Due to the lack of confidence in their ability to manage events in their own lives, thoughts about the subjects of professional activity can cause fear and unpleasant emotions in the heart, as a result of which the teacher tends to postpone things for later.

This means that during this period of professional activity, according to the authors of this article, procrastination is determined by age-related deterioration of health, and therefore tension appears in the emotional and psychophysiological spheres.

For "experienced" teachers, procrastination is not irresponsibility, but the result of a combination of increased responsibility and the psychophysiological impossibility of meeting growing demands.

The problem of the prevalence of academic procrastination is especially relevant today. Let us consider this direction in more detail.

Academic procrastination is one of the most common and significant forms of widespread procrastination in education, especially common among schoolchildren and students. This usually means that students procrastinate on assignments, resulting in a general reduction in study time and inadequate preparation for exams.

Several studies have found that there are two main causes of academic procrastination: fear of failure and dislike or aversion to the task, the former reflecting high levels of anxiety and low levels of confidence, and the latter reflecting negative self-esteem.

Academic procrastination can be associated with a wide range of factors, including environmental, family and individual personal factors.

In addition, we should consider the main explanations for procrastination in accordance with the main theories of psychology, namely: psychodynamic, behavioral, cognitive and humanistic.

The relevance of this topic is due to the fact that procrastination as a personal problem is important for communities characterized by a focus on success. Most of today's young people are in such conditions. They are constantly faced with obligations that require the fulfillment of deadlines, in particular, educational tasks. The above has aroused high interest in the scientific community in studying the phenomenon of procrastination. This is evidenced by the number of research studies that show the interaction of procrastination with various psychological phenomena.

Today, procrastination is a widespread phenomenon, especially among students. The problem is manifested in the negative consequences of the impact of the phenomenon of procrastination on a person's professional activities, in a decrease in personal efficiency and work capacity, in an acute emotional experience of personal failure and dissatisfaction with one's work.

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