ISSN:2828-6235
Impact factor:13.77

International Journal of Literature and Language Studies(IJLLS)

PSYCHOLOGICAL RESOURCES INFLUENCING THE EFFECTIVENESS OF PEDAGOGICAL ACTIVITY

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Doi: https://doi.org/10.5281/zenodo.23945768

Abstract. This article offers a theoretical analysis of the psychological resources that determine the effectiveness of teachers' pedagogical activity. It outlines the psychological essence of pedagogical activity and, drawing on the Conservation of Resources theory, the Job Demands–Resources model, and the concept of psychological capital, shows how cognitive, emotional, motivational, personal, and coping resources are interrelated. Emotional intelligence and coping strategies are substantiated as key factors in preventing professional burnout.

Keywords: psychological resources, pedagogical activity, educational psychology, pedagogical effectiveness, emotional intelligence, coping, professional burnout, self-efficacy, resilience.

Introduction

Modern education demands of teachers not only deep subject knowledge but also a high degree of emotional and psychological stability. Curriculum renewal, the individual characteristics of students, communication with parents, and a growing workload place constant psychological pressure on the teacher. In this context, the fact that teachers working under similar conditions achieve different outcomes, and that some develop professional burnout early, has become an important scientific problem. Many researchers attribute these differences to teachers' internal psychological resources.

The aim of this article is to systematize the psychological resources that influence pedagogical activity and to provide a theoretical account of the mechanism of their interaction.

Theoretical Foundations

The problem of psychological resources is studied within several approaches. According to Hobfoll's Conservation of Resources theory, individuals strive to retain, build, and protect their resources, and stress arises from the threat of resource loss or from actual resource loss [1]. The Job Demands–Resources model of Bakker and Demerouti explains occupational functioning through the balance between job demands and job resources: when demands exceed available resources, burnout increases, whereas sufficient resources foster work engagement [2]. Luthans and colleagues introduced the concept of psychological capital, interpreting it as a four-component structure comprising self-efficacy, hope, optimism, and resilience [3].

Pedagogy and Educational Psychology: Concepts and Stages of Development

Pedagogy is a set of disciplines concerned with the theoretical and practical aspects of upbringing, education, and instruction. It includes branches such as didactics (the theory of teaching), the theory of upbringing, and school management studies. Its principles are defined by taking the age characteristics of learners into account, which is why separate fields have emerged, including family, preschool, school, vocational, and higher education pedagogy. Work with children who have physical or mental developmental impairments belongs to the field of defectology. The history of pedagogy and comparative pedagogy examine the educational experience of different eras and peoples, making it possible to adapt advanced approaches to national practice [4].

Historically, pedagogy is one of the oldest forms of human activity and initially appeared in the form of customs and traditions, that is, folk pedagogy. As the division of labor deepened and the sciences began to differentiate, it became a distinct field of activity, and with the invention of writing, pedagogical ideas began to be preserved as written heritage. Although the peoples of the East produced advanced pedagogical ideas in antiquity, their failure to develop these ideas in line with the demands of the times is considered to have led to a later lag in scientific progress.

Educational psychology, in turn, is a field that studies problems of education and upbringing from a psychological perspective; it emerged in the second half of the nineteenth century on the basis of experimental psychology. Its aim is to strengthen the developmental effect of instruction. The field is divided into the psychology of learning (the role of memory, thinking, speech, and will in the learning process, learners' temperament and interests, and the psychological principles of managing instruction) and the psychology of upbringing (the formation of a person's moral qualities). Research in educational psychology is important for selecting the content of learning material, designing curricula and textbooks, and determining teaching methods at different stages of education [5]. At the same time, the field places the teacher's personality, alongside that of the learner, at the center of research, since the quality of the educational process depends largely on the teacher's psychological capacities.

The Psychological Essence of Pedagogical Activity

Pedagogical activity is a purposeful and systematic process aimed at shaping, developing, and educating the learner's personality, and its effectiveness depends on the teacher's psychological preparedness, that is, knowledge of psychological regularities and the ability to apply them in practice [6]. This activity requires the teacher not only to impart knowledge but also to adopt an individual approach that takes into account each learner's psychological state, needs, and potential. Knowledge of mental processes such as perception, memory, thinking, attention, emotion, and motivation is therefore one of the factors that determine a teacher's professional competence.

The teacher's psychological qualities occupy a special place in pedagogical activity. A positive emotional background, patience, stable attention, quickness of thought, communicative culture, clarity of speech, and organizational ability are the main means of influencing learners. At the same time, teachers analyze learners' individual characteristics and adapt the educational process to their age, interests, level of knowledge, and temperament. Such an approach is an important condition of pedagogical effectiveness.

Motivation also deserves particular attention. Identifying the factors that encourage learners to study and choosing appropriate methods of stimulation require a high degree of psychological sensitivity and experience on the teacher's part. Pedagogical communication, in turn, forms the socio-psychological basis of this process: when the climate between teacher and learners is positive, learners feel free, are not afraid to express their opinions, and become more active, whereas a negative climate may hinder learning. Thus, the psychological characteristics of pedagogical activity are manifested in the teacher's personal qualities, knowledge and skills, and the ability to build sound socio-psychological relationships with learners. For this reason, the teacher's internal psychological resources are regarded as the main factor determining the effectiveness of pedagogical activity.

Main Types of Psychological Resources

Cognitive resources include pedagogical thinking, reflection, the ability to analyze problem situations, and decision-making. A teacher with well-developed reflection can identify shortcomings in their own practice in good time and adjust their strategy accordingly.

Emotional resources are centered on emotional intelligence. According to the model of Mayer and Salovey, it consists of the abilities to perceive, understand, and manage emotions [7]. Because pedagogical work is essentially "emotional labor," emotional intelligence directly affects

both the quality of the teacher's relationships with learners and the teacher's ability to regulate their own state. The three components of burnout identified by Maslach, namely emotional exhaustion, depersonalization, and reduced personal accomplishment [8], intensify precisely when emotional resources are depleted.

Motivational-value resources are linked, from the standpoint of Deci and Ryan's self-determination theory, to intrinsic motivation and the satisfaction of the needs for autonomy and competence [9]. A sense of meaning in the profession and well-formed pedagogical values keep teachers engaged in their work even in the face of difficulty.

Personal resources. Self-efficacy is of particular importance here. Bandura defined it as an individual's belief in their ability to accomplish a particular task [10]. Tschannen-Moran and Hoy studied teacher self-efficacy as beliefs about student engagement, instructional strategies, and classroom management [11]. Hardiness (Maddi; Leontiev), consisting of commitment, control, and challenge, enables individuals to withstand stress [12].

Coping resources manifest through problem-focused, emotion-focused, and social support-seeking strategies. A teacher who has mastered constructive coping strategies uses their resources economically in stressful situations.

The Mechanism of Interaction Among Resources

Resources do not operate in isolation but as a system. The analysis indicates that emotional intelligence influences the choice of coping strategies, constructive coping reduces the level of burnout, and this in turn enhances pedagogical effectiveness. Self-efficacy and hardiness may play mediating or moderating roles in this process. According to Hobfoll's theory, individuals rich in resources accumulate new resources more easily (the "gain spiral"), while those with limited resources are at risk of entering a loss spiral.

Conclusion

Pedagogical activity requires teachers to have a deep understanding of mental processes and learners' individual characteristics, as well as the ability to manage their own internal capacities effectively. Its effectiveness is determined not by a single factor but by the combination of cognitive, emotional, motivational, personal, and coping resources. Among these, emotional intelligence and coping strategies serve as the key link in preventing professional burnout. In practical terms, this points to the need to develop training and support programs aimed at strengthening teachers' psychological resources. Future empirical research should focus on quantitatively testing the relationships among these resources.

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