

**FACTORS OF PROFESSIONAL DEFORMATION OF TEACHERS' PERSONALITIES  
AT HIGHER SCHOOL IN UKRAINE**

**FATORES DE DEFORMAÇÃO PROFISSIONAL DA PERSONALIDADE DOS  
PROFESSORES NA ESCOLA SUPERIOR DA UCRÂNIA**

**FACTORES DE LA DEFORMACIÓN PROFESIONAL DE LA PERSONALIDAD DE  
LOS PROFESORES DE ESCUELA SUPERIOR EN UCRANIA**

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**ABSTRACT:** The paper investigates the factors of professional deformation of the personality of a high school teacher. The attention is paid to the increased requirements of the dynamics of global processes taking place in the modern educational space, to the personality and activities of the teacher. Observations show that the daily performance of teachers' professional duties over many years shapes habits, mindsets, and communication styles, and the individual acquires certain traits that can be considered disharmony. It was found that professional deformation is manifested in changes in the parameters of the personal characteristics of the teacher, which ultimately causes a change in functioning. Based on the theoretical analysis, the internal factors that determine the manifestation of professional deformation of the teacher's personality are identified. We analyze the most significant personal manifestations such as conservatism, rigidity, dogmatism, conformism, stereotyped thinking, lack of motivation, and frustration. The findings of this study support the idea that these factors can block the teacher's willingness to reconsider views, and cause the preservation of experience, which leads to professional deformation of personality.

**KEYWORDS:** High school teacher. Professional deformation. Internal factors. Conservatism. Rigidity. Dogmatism. Conformism.

**RESUMO:** O artigo investiga os fatores de deformação profissional da personalidade de um professor do ensino médio. A atenção é dada às crescentes exigências da dinâmica dos processos globais que ocorrem no espaço educacional moderno, à personalidade e às atividades do professor. As observações mostram que o desempenho diário das funções profissionais dos professores ao longo de muitos anos molda hábitos, mentalidades e estilos de comunicação, e o indivíduo adquire certos traços que podem ser considerados desarmônicos.

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*Constatou-se que a deformação profissional se manifesta em mudanças nos parâmetros das características pessoais do professor, o que acaba por provocar uma alteração no seu funcionamento. Com base na análise teórica, são identificados os fatores internos que determinam a manifestação da deformação profissional da personalidade do professor. Analisamos as manifestações pessoais mais significativas, como conservadorismo, rigidez, dogmatismo, conformismo, pensamento estereotipado, falta de motivação e frustração. Os achados deste estudo sustentam a ideia de que esses fatores podem bloquear a disposição do professor em reconsiderar pontos de vista e causar a preservação da experiência, o que leva à deformação profissional da personalidade.*

**PALAVRAS-CHAVE:** *Professor de ensino médio. Deformação profissional. Fatores internos. Conservadorismo. Rigidez. Dogmatismo. Conformismo.*

**RESUMEN:** *Este trabajo ofrece los factores de la deformación profesional de la personalidad de un profesor de la escuela superior. Se presta atención a los crecientes requisitos planteados por la dinámica de los procesos globales que tienen lugar en el espacio educativo moderno, a la personalidad y las actividades de los profesores. Los resultados de las observaciones demuestran que el desempeño diario de sus deberes profesionales durante muchos años forma hábitos, la composición del pensamiento y el estilo de comunicación, y la personalidad adquiere ciertos rasgos hasta la desarmonía. Resultó que la deformación profesional se manifiesta en el cambio en los parámetros de las características personales del maestro y, en su última instancia, causa un cambio en su funcionamiento. Sobre la base del análisis teórico, se distinguen los factores internos que determinan la manifestación de la deformación profesional de la personalidad del maestro. Como las más significativas consideradas manifestaciones personales están: conservadurismo, rigidez, dogmatismo, conformismo, estereotipos de pensamiento, falta de motivación y frustración. Estos factores pueden bloquear la disposición del maestro para reconsiderar los puntos de vista, causar la preservación de la experiencia, lo que conduce a una deformación profesional del individuo.*

**PALABRAS CLAVE:** *Profesor de la escuela superior. Deformación ocupacional. Factores internos. Conservadurismo. Rigidez. Dogmatismo. Conformismo.*

## Introduction

Any professional activity has an effect on the individual. In the process of long-term performance of professional duties, a professional's mental reflection mechanisms, modification of his knowledge and point of view system are enhanced, transferred to the internal world of the individual. These positive changes are described by the phenomenon of personal growth. Considering professional activity as one of the central factors in human development, researchers mainly register the presence of positive effects. At a certain stage, such a fusion of a professional's life with his activity may occur, in which the typical characteristics and norms acquired by him, as regulators of the activity, manifest themselves in the field of personal communication with representatives of other professional communities.

The teacher's professional activity also has a distorting effect. Changes begin at the stage of teachers' professional adaptation, when common attitudes and stereotypes are transformed.

## **Materials and Methods**

For the first time in scientific circulation, the concept of "deformation" was introduced in mechanics to study the change in body shape and size from the application of mechanical forces. The most common forms of mechanical deformation are stretching, compression, bending, twisting. The effect of deformation can be elastic if it disappears after exposure, and plastic if stored in varying degrees. A significant point of this interpretation of deformation is the emphasis on spatial and quantitative change, which does not always lead to qualitative deterioration. In biology, physiology, medicine, the concept of "deformation" is used as an explanatory mechanism for the natural or artificial deviation of the organ, the normative system, as a result of which its functioning can change.

In favor of extrapolating the concept of "deformation" across various fields of science, there is a wide range of qualitatively different phenomena associated with various forms of motion of matter. These circumstances make it possible to attribute deformation to interdisciplinary scientific concepts, that is, those used in various sciences and various fields of the individual sciences. Obviously, among the social sciences, whose objects are man, the main developer of the phenomenon of deformation must be psychology. The study of the context in which the concept of deformation is used shows that its content is not specifically disclosed, and the synonyms are most often the terms "aberration", "anomaly", "defect", "violation", "distortion", "destruction". However, the reality, which is reflected in the concept of "deformation", is simplified by the imposition of explanatory diagrams, designed to study the phenomenon on other levels.

Deformation, according to M. Medvedev, is a process and, at the same time, the result of an external influence, certain in nature. It manifests itself in the change, in the parameters, characteristics of the object of influence, which ultimately causes a change in its functioning (MEDVEDIEV, 1996). At the level of personality, deformation is a qualitative deviation from a certain social orientation, it is the norms that lead to changes in behavior and activity. In the most general form, personality deformity is due to social and biopsychological causes. Social causes can lead to moral strain. The biopsychic deformation has alcoholic, narcotic, toxic and pathological types. In 1915, in the works (LANGEROCK, 1915), we find the statement that deformation is not a "thing in itself", it inevitably manifests itself in various spheres of activity

of the individual, which together constitute his lifestyle. A meaningful interpretation of the phenomenon of occupational deformation is most often carried out on the plane of individual negative deviations in the individual's structure, related to properties such as cognitive processes, orientation, experience, will, character, etc. The most relevant and common type of deformation is professional deformation, which represents a complex of specific and interrelated changes in the personality structure that arise in people with a high level of harassment, passionate passion for the activity.

The purpose of the paper is to determine the external and internal factors of professional personality deformation for a high school teacher.

In the process of the theoretical study of the problem and the empirical research, general and special scientific research methods were used: a) theoretical: retrospective analysis and synthesis of pedagogical and psychological theories, generalization of domestic and foreign experience, classification; b) empirical: observations, questionnaires.

## Results

The phenomenon of influencing a person's mental characteristics can radiate and extend to various aspects of his psyche: cognitive, affective, regulatory. The development of professional deformation is determined by many determinants: the social environment, life events, and random situations. Each profession, including pedagogy, has its own set of deformations. In the context of this research, the professional deformation of a high school teacher's personality is considered as a process that begins with the disharmonization of the teacher's personal meaning system and, as a result, leads to a narrowing of the range of his or her adaptive capacities to variations in the social environment.

Identifying and rationalizing the factors of professional deformation in the personality of a high school teacher is a difficult, but extremely important task. After all, the scientific study of any phenomenon begins with the description of its specific manifestations and the generalization of this data, that is, with classification. The simplest approach to rationalizing the factors of professional deformation of a high school teacher is the one based on the principle of dichotomy. According to it, all factors are divided into two groups, which are called different: objective and subjective, external and internal, potential and actual.

The set of occupational training factors is also classified as follows: 1) socioeconomic (economic instability; complex political processes; intensification of pedagogical activity; social status of the profession; level of social protection; level of remuneration in this area); 2)

socio-psychological (environmental conflict; socio-psychological climate of the organization, etc.); 3) individual psychological (personal: level of anxiety, aggressiveness, frustration, rigidity, level of subjective control, etc.); 4) sociodemographic and professional (age, gender, professional experience, family status, etc.) (MEDVEDIEV, 1996).

The analysis of the pedagogical activity of teachers allowed to highlight in them such specific characteristics as labor regulation (load planning, schedule.); individualization of work (flow, group, discipline); different ages, different genders, different in the composition of the experience of the pedagogical environment; creative originality (outside the schedule); Communication in an environment typical of the diversity of functions of teachers outside educational activities; supervisory conflicts (DINIZ-PEREIRA, 2011; VIRNA, 2015). Every day for many years, the performance of professional duties forms the teacher's habits, thought composition and communication style, and personality acquires certain characteristics to the point of disharmony.

External factors that determine the manifestation of the professional deformation of the teacher's personality include: an unfavorable psychological environment in the socioprofessional space; limited information and technical base; lack of management readiness for innovations; material and living conditions; low proportion of creative colleagues in the professional environment. These factors can block the teacher's willingness to reconsider opinions, cause the preservation of experience that leads to personality deformity (BUONOMO; FADIGA; FIORILLI, 2017).

In the context of analyzing the distorted impact of the teaching profession on the individual and discussing the substantive results of the study, it is necessary to state the following initial provisions:

1. Any social influence on a person is not passively perceived. They are peculiarly understood, interpreted, endowed with personal meaning, and often distorted. This is especially evident in today's competitive world. The practice of competitive relationships encourages you to choose the path to success at any price. This complicates not only identity acquisition, but also exorbitantly develops ambition, egocentrism, causes intrapersonal conflicts.

2. various emotional disorders caused not by such events or situations, but often by human attitudes toward them. At its base, every unpleasant event can be assessed as terrible and unbearable.

3. in any community, including the pedagogical one, except in the predominant relations of good, association, agreement, it is possible to find the direct opposite to them.

In the most general form in the structure of the pedagogical activity of a high school teacher, there are three of its fundamental components: cognitive (mental problem solving, activity planning, action image formation), subject-operative (pedagogical means, methods and forms of organizing activities) and communicative (interaction and communication in the teacher-student system).

Each component has a certain impact on personality. The subject-agent can develop personal traits of the teacher such as: rigidity and dogmatism. The cognitive component associated with design is independent of the educational process and can increase self-sufficiency, integrative properties of memory and attention. The communicative component can increase personal dominance. The influence of these factors on the personality of a high school teacher is not the same. The most influential, in our opinion, are the factors of the cognitive group, because in principle can form the same number of options to answer questions from the audience, reluctance to perceive a different point of view, reduce analytical processing of incoming information.

By influencing the sphere of interpersonal relationships, communicative factors are able to deprive these relationships of emotional saturation to different degrees or give them a specific emotional coloration, making them formal, fake or artificial (CANARY, 2013). The communicative group factors are fixed in the form of habit and a certain way of appealing to another person, it is the style of communicative contacts. The educational environment, imposing a certain communicative framework and roles on the teacher's personality, in principle, can become a source of serious personal disharmony and even anomalies (HAKANEN; BAKKER; SCHAUFELI, 2006).

The development of teacher professional deformation phenomena can be presented as a process that goes through the following stages:

1) the deformation stage of the personal meaning system, during which there is displacement or erosion of the social core of the motivational sphere (the pedagogical activity is the only thing that matters and means to the teacher);

2) the consolidation stage of intrapersonal disharmony (deviations in the development of the individual's emotional-volitional and motivational sphere, manifested in the excessive strengthening of certain character traits);

3) the stage of character changes (health disorders on the individual psychological level, "character illness", accompanied by self-justification);

4) the stage of fixing the integral structure of the personality by the deformed type.

Thus, the development of teacher professional deformation begins with the disharmony and deformation of the individual's system of relationships and related personal meanings, after which this process extends to the level of individual mental health, transforming character traits and disrupting the teacher's social behavior as a whole (ARVIDSSON *et al.*, 2016).

It is emphasized that the consolidation of intrapersonal disharmony, in addition to the independent importance, is also associated with a general increase in the vulnerability of the psychic. Outbreaks of professional deformation phenomena should be sought where, under the influence of communicative factors of the teacher's activity, there is a disharmonization of the motivational and needy sphere of a person, which eventually becomes stable characterological traits that violate the normal relationship of the individual with society. The main signs of professional deformation of the teacher's personality include: canonization of his own experience; formalism of innovation activity; avoidance of complex tasks and new technologies; instructive form of communication; categorical judgments; self-centeredness; aggressive attitude toward people who initiate change.

The literature review showed that the main personal characteristics of high school teachers, which may act as internal factors of professional deformation, include: conservatism, rigidity, dogmatism, conformism, stereotypical thinking, lack of motivation, and frustration (VIRNA, 2015).

Conservatism of thought reflects the inability of a high school teacher to perceive information that contradicts his own opinions, ideas, dogmas. The teacher, who is characterized by conservatism of thought, ignores new pedagogical technologies if it implies a complete rejection of existing experience, which makes it even more difficult to enrich the experience. Most often this is inherent in teachers whose work experience is more than 15 years. A stable attachment to all that is familiar, outdated, hostility and opposition to progress arise, prejudice to innovations in pedagogical activity.

The teacher's stable functioning in society is based on critical thinking, which allows him to distinguish the tasks that are solved for him in the process of interpersonal interaction. Critical thinking is a system of judgments used by the teacher to analyze events, formulate reasonable conclusions and evaluations. Uncritical thinking is based on dogma. Dogmatism is characterized by a lack of doubt, conservatism of thought, blind belief in authority, and protection of obsolete dispositions. Doubts are a mandatory part of intelligence, which are developing in the movement between opposites. Where there is faith there is doubt. There is a necessary level of basic knowledge, which is the basis of the teacher's system of reasoned judgments and stimulates the "immunity" of distrust of what is read. The source of

psychological doubt lies in the subject itself, in the absence of the integrity of the perception of the world and of oneself in this world. If someone else's opinion or point of view matches your own, it is perceived as yours. Otherwise, there is an intellectual formation of different points of view.

The ability to doubt lays the foundation for a critical attitude toward one's own ideas and thoughts. If such an attitude is not formed, then a person facing contradictory information will try to process it by avoiding critical analysis, thus developing biased thinking. Therefore, there is greater immunity to arguments related to the need to change one's viewpoint on innovations, to remain within existing dogmas that cement the individual's professional deformation.

A dogmatic teacher is unable to perceive information that contradicts his own dogmas. In psychology, this phenomenon is associated with a low or insufficient level of assimilation and accommodation. In the process of cognitive development of personality, changes occur in the conceptual scheme of thought, and the next stage follows from the previous form or assimilation of the new experience, or adaptation (accommodation), which is a prerequisite if the scheme can not fully meet the new requirements and therefore requires fundamental changes (PIAGET, 1994). The dogmatism of a high school teacher manifests itself in the inspection, in the categorical, in the schematization of pedagogical activity. Dogmatism contradicts creativity, is based only on traditional knowledge and methods of mental activity that do not go beyond the absolute axioms, and has no change in the conditions for the application of new knowledge.

Rigidity represents the inability of a person to change their own style of pedagogical activity in conditions that objectively require restructuring (ROGERS, 1975). Rigidity in the cognitive sphere (intellectual rigidity) reflects a violation of the ability to perceive another external evaluation, which causes the appearance of difficulties in the awareness of their own psychological problems, current state, motives and needs. Rigidity in the emotional sphere (emotional rigidity) reduces the possibility of flexible expression of emotions and leads to the manifestation of inappropriate fixed emotional reactions. Rigidity in the cognitive sphere (behavioral rigidity) leads to the functioning of a rather limited number of behavioral stereotypes, the inappropriate use of an arsenal of behavioral strategies, and the refusal to expand their number at the expense of new ones (SCHAIE, 1958).

The survey of teachers shows that in their pedagogical activities they focus on prescriptions, orders and rules. In the context of online learning, 30.2% of teachers do not have enough time to critically analyze their own professional and pedagogical activities, 42.8% of subjects indicate limited internal resources to overcome thinking stereotypes, rigidity, etc. Only

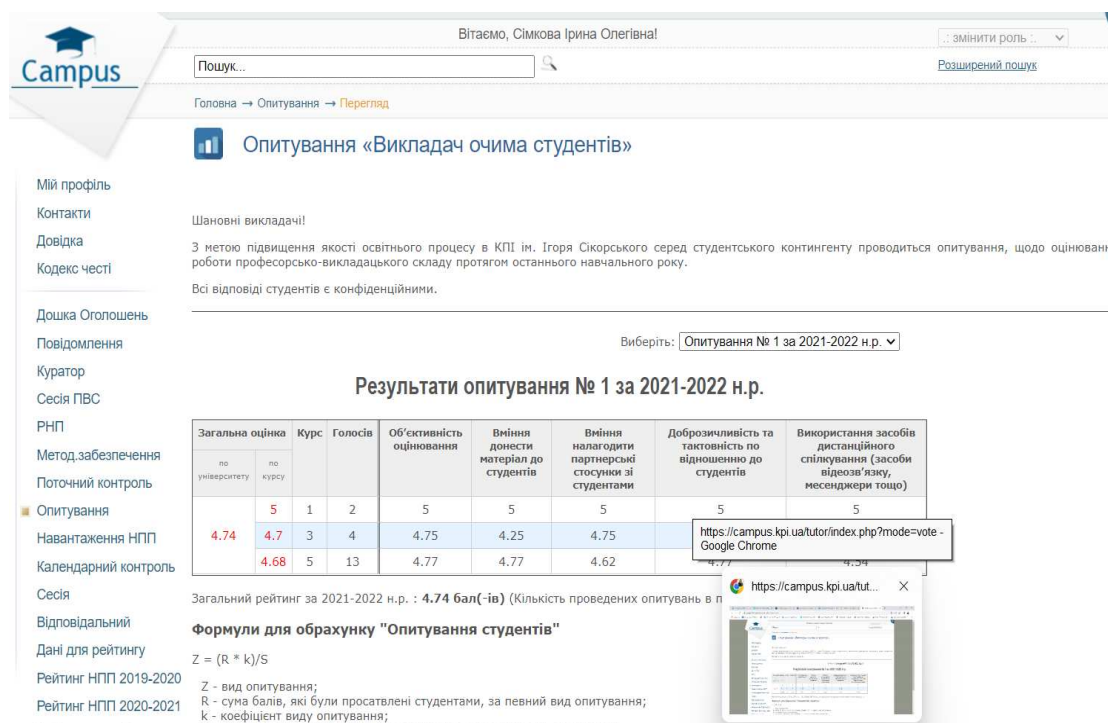


20.4% of teachers in the context of the ongoing pandemic and the ongoing war in Ukraine are able to find incentives for self-motivation.

To improve the situation in the electronic system on the campus of Igor Sikorsk Polytechnic University, in Kiev, the module "Master through the eyes of a student" was launched. When each student can evaluate the teacher's work on the following components: objectivity of evaluation, ability to convey materials to the student, ability to establish associations, benevolence and tact, the use of remote communication tools (see chart 1). The maximum score is 5 and means that the student is completely satisfied with the teacher's work (according to all the survey parameters), the minimum score is 1 and means that the student rates the teacher's work low. The survey is conducted twice a year. The results of previous surveys are also preserved, which makes it possible to follow the changes in the professional activities of teachers. Almost 79.1% of the students and 62.8% of the professors consider the aforementioned module as Kronist, because the former feel their involvement in the university's self-government, and the latter use the survey results to correct their professional activities.

The results of the student survey indicate that the absence of 36.8% of teachers' behavioral flexibility, plasticity, softness and acquiescence, are more prone to a wide range of fixed forms of behavior. Such data show that teacher rigidity as a condition is combined with rigidity as a character trait. It is established that with the age of teachers it increases. The low level of manifestation or lack of flexibility of thinking causes lack of preparation for new ideas, for the constant restructuring of their behavior model according to the changing conditions. Creativity and activity are dominated by conformism, and the desire to be similar to others, not to differ from them in their judgments and actions, leads to professional passivity. Passivity creates obstacles to information accessibility and leads to trust issues in business communication.

Figure 1 – The query results that each teacher sees on the electronic dashboard



Source: Collection of the authors

Both the negative and positive results of the research are important because they are the basis of a constitutive dialogue between teachers and students to overcome the first professional deformities.

Professionalism has a wide range of manifestations ranging from amateurism (ie, superficial professional knowledge, skills and abilities) to the formation of rigid professional stereotypes (ie, hypertrophied development of professionalism). The vast majority of teachers (62.4%) of the teaching activity experience, which is more than 15 years, begin to establish a tendency to stereotype events, interpret them with the help of simplified "models". Stereotypes, such as actions based on the teacher's past experience, limit thinking and make it impossible to go beyond the usual worldview. They impede the speed of decision making and implementation, cause inadequate response to ambiguous situations, and can block behavioral variability. In cases where the teacher is unable to reconstruct his or her behavior according to the changing conditions, professionalism becomes a professional deformation of the individual.

The vast majority of researchers consider professional deformation a real and sometimes inevitable tribute that a person "pays" for a high level of harassment, passionate enthusiasm for the activity and one-sided development. This phenomenon starts with the disharmonization and deformation of the system of relationships associated with the subject's personal meanings, after which this process extends to the individual mental health, transforming character traits and

altering the social behavior of the person as a whole. Of course, the complexity of the problem here is presented in a very schematic way.

Fear of self-incompetence and personal insolvency has both rational and emotional aspects. The reasoning of some researchers about the reasons for the appearance of this kind of fear is interesting. It is the acquired misoneism - the neglect of everything new, which can be strengthened at the level of neophobia - the fear of everything new, the adherence to stereotypes, and the low capacity for improvisation, rather than the capacity for multilevel reflection and the fear of risk and the idea that "any initiative can be punished". Neophobia, like any other phobia, is a maladaptive factor that prevents a person from developing as much as possible and functioning fully in society. The result is that the teacher does not accept innovations, perceiving possible threats to their own self-esteem (VOLIANIUK; LOZHKIN, 2016). Lack of achievement motivation (predominance of motivation by avoidance type of failure) as a result of which he, perceiving possible risks, does not accept innovations. The resulting frustration attests to the existence of objectively insurmountable difficulties in solving important tasks for a person.

To find acceptable diagnostic criteria for personal deformation, we looked at the prospects of entering the signs of this phenomenon by evaluating them not only as personal anomalies, but as certain mental deviations that lead to various cognitive formations. Such "deviations" include: personalization, that is, the tendency to interpret reality from the point of view of personal dependence; dichotomous thinking, that is, the tendency to think extremes; arbitrary indiscretions that are not supported by or contradict facts; generalization, which acts as a broad generalization in a single case.

The list of "deviations" can be continued, their choices depending on the personal characteristics of a high school teacher. It should be noted that this approach is, in principle, legitimate. However, in search of diagnostic criteria for deformation, one must face the problem of criteria for the mental norm. The range of proposed definitions of the norm is very wide and encompasses approaches ranging from the strictly symptomatic to the philosophical. Likewise, wide and the range of proposed diagnostic criteria:

- 1) statistical criteria that determine normality as similarity to others;
- 2) adaptation criteria that define normality as conformity with the natural environment;
- 3) cultural and relativistic criteria that reduce the problem of norm and pathology to microsocial facilities;
- 4) descriptive criteria in which universal principles and concepts are sound;

5) criteria that start from a philosophical understanding of the basic essence of man.

The variety of criteria reflects the complexity of the mental norm problem, and depending on the tasks solved, preference may be given to one or another approach as the most productive and reliable.

A special analysis showed that the orientation, for example, to the criteria of adaptation suggests the legitimacy of the very formulation of the problem of professional deformation of the teacher, since the process of personal changes of this kind at a certain stage must be of an adaptive nature and, from the point of view of this approach, does not interfere, but contributes to the maintenance of the mental norm. Probably, among the pedagogical elite, there are representatives who demonstrate this adaptive mechanism of professional transformation.

The most productive way to determine the permissible zone of professional deformation of the teacher is associated with a focus on the philosophical interpretation of the main essence of a person. Such an example is the interpretation of the mental norm, according to which the normal development of a person is a development that leads a person to acquire a generic human essence. At first glance, such an interpretation is quite abstract, but based on the revelation of the content of the above formulation, among the main indicators and, at the same time, the criteria for the abnormal development of the teacher's personality were called: egocentrism, dominance, categorical.

Sometimes certain personal disharmonies can form in the stages prior to the individual's inclusion in a particular activity. But at the same time, the master may have qualities that provide individual "immunity" to deforming influences. An important role in this process is played by certain intrapersonal prerequisites for personality development, which are based on certain resources.

The generalization of this literature allows him to allocate the following resources according to their role in ensuring the master's harmony with himself and society:

- 1) personal resources: characteristics and attitudes useful for regulating behavior in different situations: self-esteem, self-control, self-regulation;
- 2) mental resources are determined by human cognitive, psychomotor, emotional, motivational, strong, etc. abilities;
- 3) professional resources, that is, the level of knowledge and experience required of the teacher;
- (4) physical resources reflect the state of physical and mental health;

5) social resources reflect the level of social and moral support, values, control, trust, reference.

The complex of the first four resources are a person's personal resources.

The teacher's professional development is ensured by the action of factors external to the individual (such as the system of traditions, norms, and forms of activity) and internal factors associated with his or her inner world and orientations. External and internal factors can be opposites, since externally they usually guide the personality to achieve an external goal, and internal ones focus on personal meanings, whose purpose is, in one way or another, the personality itself, the value system of its inner world (SKORYK, 2013).

Inconsistencies in external and internal benchmarks can be avoided if the activity is subject to the needs of the highest order, in particular, the need for self-relevance (MASLOW, 1999).

For the experimental study of the teacher's professional personality deformation, given that it mainly concerns personal meanings, such psychological techniques must be used to trace, determine the proportion of personal meanings of different units: phenomena, subjects, values. One such method is the semantic differential method.

Among the factors of professional deformation of the teacher, several determinants can be considered, the main ones are the stereotypes of the main activity, the stagnation of personal development, the various character ascensions, the uniformity of psychological protection mechanisms (VIRNA, 2015).

The presence of real mechanisms for influencing the educational environment in the teacher's personality makes the task of developing and implementing not only survey systems, but also appropriate psychoprophylactic measures relevant. Such measures, in our opinion, should be included in the general system of psychological support for the teacher's professional development according to certain career stages. The fundamental goals of a teaching career should be formulated in such a way that they are based on the philosophy of the primacy of the individual over the activity. The desire for professional achievement must not obscure for the teacher the guidelines of self-improvement and self-expression. The teacher's sense of the value of such personal qualities that cannot be understood in the narrow context of formal achievement of the result must be stimulated.

## Conclusions

The professional deformation of a high school teacher's personality should be defined as a process that begins with the disharmonization of the teacher's personal meaning system and, as a result, leads to a narrowing of the range of his or her adaptive capacities to variations in the social environment. The analysis of pedagogical activity allowed us to highlight such specific characteristics as: labor regulation (load planning, schedules, etc. ); individualization of work (flow, group, discipline); different ages, different genders, different composition in experience; creative originality (outside of the schedule); communication in a typical environment diversity of teachers' functions outside educational activities; inspection conflicts. The identified characteristics can act as external factors of teacher professional deformation. The main signs of professional deformation of teacher personality include: canonization of their own experience; formalism of innovation activity; avoidance of complex tasks and new technologies; instructive way of communication; categorical judgments; self-centeredness; aggressive attitude toward people initiating change. The most significant internal factors that cause the manifestation of teacher professional deformation include: conservatism, rigidity, dogmatism, conformism, stereotypical thinking, lack of motivation, and frustration. These factors can block the teacher's willingness to reconsider opinions, cause the preservation of experience, which leads to the deformation of the individual.

The results presented in this study can be used to implement appropriate psychoprophylactic measures in the process of teachers' professional activity.

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