

Emotional Self-Regulation of the Behavior of Pedagogical Workers in the System of Integrated (Inclusive) Education

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Abstract: Emotional self-regulation of behavior is the ability to emotionally respond to life events in a socially acceptable way, while maintaining sufficient flexibility to allow spontaneous reactions, but postpone them if necessary. Externally observable signs that can be used to draw a conclusion about a person's ability to emotional self-regulation of behavior are: the rate of speech, muscle tone, heart rate, breathing, complexion.

Key words: socio-cultural situations, psychological and pedagogical approaches, methods, technologies.

Currently, there is an increase in the number of children with disabilities. These children, as well as their peers with normal psychophysical development, need training and education. All this makes the problem of integrated (inclusive) education relevant.

In the system of integrated (inclusive) education, the teacher needs to solve a large number of tasks:

- rebuild their own pedagogical activity in accordance with the context of the changing system of Russian education;
- be aware of the types of deviant development of the child;
- know and take into account in their work the basic components of the mental development of children with special educational needs;
- use knowledge of health -saving technologies in working with children with disabilities;
- be able to correctly select and implement psychological and pedagogical approaches and methods for diagnosing the special educational needs of children and evaluate their individual educational results;
- design and shape the individual development of children and adolescents in different socio-cultural situations;
- take into account the recommendations of the psychological-pedagogical council or the psychological-medical-pedagogical commission in their work;
- use the resources of the virtual environment and social online platforms;
- know and apply modern pedagogical technologies in the organization of the correctional and developmental process;
- determine the content, methods and form of organization of correctional work, ensuring the individualization of education, prevention and protection of the mental and physical health of children;
- use technologies of constructive communication between the participants of the educational process.

Solving a large number of tasks can cause negative emotional states in teachers: anxiety, depression, frustration. Emotional burnout may also occur, communication with other participants in the educational process may be disrupted. As a result of this, the behavior of teachers may lose flexibility, insecurity, irritability may appear, emotions may become excessively intense or their obvious weakening can be observed, and control over one's own feelings may decrease. To prevent these undesirable consequences, teachers of the system of integrated (inclusive) education need to learn emotional self-regulation of behavior.

In order for pedagogical workers to develop their ability for emotional self-regulation of behavior, it is necessary to teach them:

1. Switch from the cause of a strong emotion to the external manifestations of the reaction to it. First of all, you should pay attention to the tension of your facial muscles, and then try to relax them. Having learned to consciously and voluntarily control his facial muscles, a person will learn to control his emotions, since the muscular system is one of the main stimulants of the brain. Relaxing the muscles, you can achieve an emotional state of calmness, muscle tension contributes to the toning of the whole body.

Relaxation of the facial and skeletal muscles at a high level of tension is facilitated by physical discharge. Leads to physical discharge: a long walk; useful physical work; performing physical exercises.

2. It is also necessary to master exercises that allow you to better control your breathing, make it rhythmic, free and easy. Breathing allows a person to quickly calm down or, on the contrary, increase his overall tone.

3. Development of the skill of self-observation. This skill will allow a person to be more aware of himself, his body, emotions, behavior. The skill of introspection involves focusing a person's attention on what he has long been accustomed to: on his own breathing, gait, posture, food intake.

4. Visualization techniques also contribute to the development of emotional self-regulation of behavior. Visualization consists in creating internal images in the human mind with the help of sensations of various modalities, as well as their combinations, that is, the imagination is activated. Visualization performs the following functions: activates emotional memory; recreates the sensations once experienced.

Spatial and color representations of a person affect his emotional state, the ability to self-regulate. Spatial representations have the following effects: calmness, relaxation when imagining space; cheerfulness when presenting bright summer landscapes. You can highlight the colors of activity, rest or neutral colors. Color representations can affect temperature, sound or tactile sensations.

5. Psychological setting for success, good luck. Such an attitude leads to the emergence of confidence that the goal will be achieved. It is especially important to use this technique in situations that cause a lot of stress.

6. Change in the direction of consciousness. This technique consists in the use of volitional efforts, which allow switching attention from emotional circumstances to extraneous objects and situations. Such objects and situations may include:

- thinking about an interesting case or event (watched movie, read book, listened to music);
- analysis of difficulties, allowing them to better comprehend;
- a statement of the current situation in the diary, an analysis of the reasons that caused tension or negative emotions;
- consideration of the business side of the forthcoming activity;
- clarification of tasks and instructions;
- repetition of the plan of forthcoming actions;
- clarification of technical details and tactics of upcoming activities;
- obtaining additional information on the situation causing tension to reduce uncertainty;
- thinking over a backup strategy aimed at achieving the goal.

If any situation or object causes a strong emotional tension, it may help to overestimate the significance of the situation or give it less value. In this case, you can use reflections on the topic that: the main thing in life, life priorities; what happened should not be considered a catastrophe; there have already been failures and it is not necessary to treat them as a disaster.

When using the method of changing the direction of consciousness, one can use counterfactual thinking, which consists in presenting alternative outcomes of events to reality.

Thus, for teachers of the system of integrated (inclusive) education, the development of emotional self-regulation of behavior is significant, which is due to the multitasking and complexity of their professional activities. For the development of emotional self-regulation of behavior, pedagogical workers can use various methods and techniques, which include: switching from the cause of a strong emotion to external manifestations of a reaction to it; control of your breathing; development of self-observation skills; visualization techniques; the formation of a psychological attitude to success, good luck; change in the direction of consciousness.

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