

Так, 17% медсестер и 42% врачей имеют низкий уровень отношения к жизненной ситуации, 66% среднего медицинского персонала и 42% врачей – средний, для 17% медсестер и 15% врачей характерен высокий уровень отношения к жизненной ситуации.

Результаты исследования тонуса у среднего медицинского персонала и врачей. У большинства медицинских работников отмечается либо низкий, либо средний уровень тонуса, им свойственны астеничность, усталость (45% медсестер и 40% врачей и 35% медсестер и 42% врачей соответственно) У 20% среднего медицинского персонала и 18% врачей выявлен высокий уровень тонуса. У большинства медицинских работников (58% медсестер и 45% врачей) отмечается средний уровень спокойствия, т.е. могут ощущать дискомфорт в стрессовых ситуациях. У 25% медсестер и 32% врачей выявлен низкий уровень спокойствия, 17% медсестер и 22% врачей свойственен высокий уровень спокойствия. Низкий уровень устойчивости эмоционального тона отмечен у 22% медсестер и 55%. У 60% медсестер и 32% врачей выявлен средний уровень эмоционального тона. 18% медсестер и 13% врачей имеют высокий уровень. Низкий уровень удовлетворенности жизнью имеют 52% медсестер и 20% врачей, средний – 30% медсестер и 55%, высокий – 18% медсестер и 25% врачей. У большинства медицинских работников (68% медсестер и 70% врачей) адекватное восприятие и оценка себя., 12% медсестер и 15% врачей излишне самокритичны, 20% медсестер и 15% врачей чрезмерно самоуверенны.

С помощью критерия  $F^*$ -углового преобразования Фишера выявлены статистически значимые различия между средним медицинским персоналом и врачами по описанным выше шкалам. Так, можно сделать вывод, что у медсестры по сравнению с врачами более эмоционально устойчивы, могут преодолевать препятствия, однако менее удовлетворены жизнью.

Таким образом, на основании результатов данного исследования можно утверждать, что врачи по сравнению со средним медицинским персоналом являются менее стрессоустойчивыми. Они отличаются низким уровнем поведенческой регуляции, который проявляется в их склонности к нервно-психическим срывам, эмоционально возбудимости, раздражительности.

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## **DESIGNING THE RESEARCH OF THE POTENTIAL OF TECHNOLOGICAL EDUCATION IN THE FORMATION OF THE PREADOLESCENT FOR THE ROLE OF RESPONSIBLE PARENT**

*The article presents the problem of designing a study of the potential of technological education in the formation of the role of a responsible parent among preschoolers, the procedure for organizing, conducting and results of the formative experiment are described.*

*Keywords: preadolescent, technological education, research strategy.*

The research was focused on capitalizing on the theoretical, experiential and experimental framework. The strategies used were: epistemological analysis focused on studying the specifics of technological education, delimiting integrative trends in the investigated phenomenon, tracking the evolution of preadolescents over the years of study, establishing and analyzing the progress factors of preadolescents, approached through the perspective of educational partnership, models, respecting the age peculiarities of preadolescents and carrying out the praxiological approach, which includes the entire pedagogical experiment. The pedagogical experiment was carried out in order to determine the functionality of the Integrative Pedagogical Model of capitalizing on the potential of technological education in training preadolescents for the role of responsible parent, which determined the possibility to validate the theoretical-applied foundations of this important process.

The objectives of the pedagogical experiment:

- identifying the opinions and representations of preadolescents and parents on the potential of the technological education discipline to contribute to their training for the role of responsible parent;
- validation of the integrative pedagogical model for capitalizing on the potential of technological education in the training of preadolescents for the role of responsible parent;
- evaluation and interpretation of the results obtained based on the experimentation of the theoretical-applied fundamentals elaborated, structured and capitalized through the Integrative pedagogical Model of capitalization of the potential of technological education in the training of the preadolescent for the role of responsible parent;
- systematization of research results and presentation of conclusions, predictions and recommendations.

The experimental approach was conceived and carried out in accordance with the conceptual-phenomenological framework of the formation of the pre-adolescent for the role of parent, with the theoretical and methodological conceptions set out in the first two chapters and was carried out in two educational units 112 preadolescents and their families, 44 high school students. The pedagogical experiment included a preliminary investigation on an independent group comprising 40 subjects / preadolescents and their parents from two educational units in Iași. The purpose of this pre-experiment was an activity to highlight the problem; a preliminary examination and validation of the initial assumptions, the working hypothesis and the tools (piloting questionnaires, strategies, some components of the developed model), prepared for the pedagogical experiment in the integrity of the three stages: ascertaining, formative and control.

The samples were chosen randomly, being made up of seventh grade students from the National College "Emil Racoviță" Iasi.

The type of the sample before and after / before-and-after method was used in order to avoid the occurrence of errors. As this sample / experimental lot involves the realization of actions of finding, training and verification on the same subjects / preadolescents, we consider that we will have the opportunity to observe and investigate intermediate changes, to raise awareness of preadolescents about studying technological education, during formative period. An addition to this is the given sample that meets the requirements of the rigorous and objective study, because it ensures clear evidence of the impact of the experimental factor on subjects without creating risks that may arise in investigations on the two samples, experimental and control. The information is transmitted very quickly today, so we cannot guarantee the observance of a scientific austerity regarding the objectivity of the control sample results.

The advantages of the before and after sample by applying the panel method ensure: the periodization of the empirical investigation and the completion of the formative program; keeping constant the group of investigated persons; comparison of the results of the proposed research, based on data collected by cross-sectional samples and methods [1].

The research strategy encompassed various forms, methods, procedures, techniques and tools investigation. The methods applied in the development and realization of the investigative approach were.

*Scientific documentation*, consisted in reading the bibliographic sources in the field, the information on the specialized sites; notation and synthesis of information / fragments / aligned; analyzing, summarizing, essentializing, comparing information / data; generalization, recording, ordering and synthesis of the researched matter.

*The historical method*, ensured the chronological study of the investigated phenomenon and allowed us to make a historical excursion in the evolution of the concept of technological education to form their role in preadolescents when they become adults.

*The method of analysis* of official documents contributed to the analysis and assessment of the situation in the field of technological education [2].

*The scientific observation* consisted in an act of perception and thinking / following the role that girls and boys have when they become parents, the significance of starting a family. In the experiment we capitalized on the applicability of the notions learned to practical applications. The observations were direct and experimental. These allowed us to know the authenticity of the reactions of the investigated

subjects and to convince ourselves of the efficiency or inefficiency of some actions / activities, which allowed us to complete, correlate with those necessary for daily life.

*Childfree case study*, young adults without children report better well-being than if they were parents, although one study found that lack of a child in young adulthood can be stressful in the context of counteracted fertility intentions, especially for women with family incomes smaller. Through this study we conducted intensive research on the lack of children in young families, as well as establishing the reasons behind the modern culture called anti-child culture. Likewise, the observation and the case study allowed us to establish the way of life, communication and relationship of the family.

The literature does not indicate the role of the discipline of technological education in training the young person for the distant future, but suggests that everything studied is valid for everyday life, even for when he will become a parent, is credible and the problem studied is very complex.

Starting from the preliminary investigation and the working hypothesis, such as the impact of the potential of technological education in training preadolescents for the role of responsible parent will be positive if we succeed in increasing the personal efficiency of preadolescents and their parents, we decided to delimit some vulnerable aspects. identified with them. In descending order, the following were identified:

- insufficient communication between young people and parents (not sent to parents studying in technology education classes);
- distorted communication and relationships (reproaches when making a practical application at home, etc.);
- parental incompetence regarding the education of preadolescents;
- disinterest on the part of the parents towards the study of this discipline;
- family conflicts with demobilizing character.

The questionnaire method was used to test the opinions, representations and beliefs of preadolescents and parents regarding the capitalization of the potential of technological education in training preadolescents for the role of responsible parent. Individual questioning allowed us to establish the causes of the difficulties that arise regarding the fact that technological education contributes to a certain extent to the training of the preadolescent for the role of parent; the problems that adults perceive in children's education, in communication and relationship with them; the expectations and impact of family members on the training of preadolescents for daily life.

*The method of studying the school documentation*, the national curriculum, the law of national education and the methodologies, the ministerial orders, etc. were studied. which helped us to establish the condition and evolution of preadolescents on how they are formed for the period when they will become adults and of course allowed us to observe the specifics of its development as a personality.

*The experiment* was followed during the school year 2019-2020 during the optional classes "Life Skills" in the seventh grade a. This experiment had a psycho-pedagogical character, the psychological dimension consisted in the study and analysis of age and age. personality; preadolescent age crises, etc. and the pedagogical one, oriented towards the formation and development of young people's personality for the period when they will become adults.

The experiment aimed to optimize technological education, communication and relationships between preadolescents, as well as the formation of practical skills in these young people.

The experimental activity started from establishing the type and strategy, planning the experiment. Thus, the research strategy includes three stages: that of finding, training and verification. According to the number of subjects / persons involved in the experiment, this is a mixed one, it combines individual and collective study; according to the conditions of the development it is a natural experiment; according to the mode of intervention it is a provoked and invoked experiment t; according to the approached issue it is a psycho-pedagogical experiment; according to the number of variables it is a multivariate one; after the level of investigation, the experiment included transversal and longitudinal actions; and after the time spent, it is an average one - it lasted a year and a half (15 months, three semesters).

**Table 1– The planning of the experiment is presented in the following table**

Nr. Crt.	Experimental studies, stages and objectives	Experimental group	Terms of realization	Activities and methods	Impact and results	
1	2	3	4	5	6	
I.	<b>Preliminary experiment</b>					
1.	Studying the opinion on the involvement of technological education in the training of tomorrow's adults;	30 s. Seventh grade students;	Beginning of the first semester of the academic year 2019-2020 (month X)	Technological education classes; • Applied methods: questioning; communication and observation	<ul style="list-style-type: none"> <li>• Knowing the opinion of students and parents;</li> </ul>	
2.	Identifying the problems / individual difficulties of the subjects (adolescents and parents);					Correcting, completing and developing the practical skills they need when they become responsible parents.
3.	Validation of tools Research					
	<b>Experiment finding</b>					
1.	Studying the opinion and representations of students, parents through the products made;	30 s. Seventh grade students;				
2.	Analysis of students' behavior during teaching hours	30 families;	• 1st and 2nd semester of the 2019-2020 academic year (months X-II)	• Course hours; • Applied methods: questioning; conversation; training and observation	Finding the improvement of the quality of the products made	
3.	Discussions with the school psychologist Identifying difficult situations that occur in preadolescence and require the support of the counselor (internal conflicts; first feelings of love; crisis of family detachment, etc.).	32 7th grade students from the gymnasium			Identify the reactions that students have on the formation of practical skills	

Continuation of table 1

1	2	3	4	5	6
III.	<p><b>The training experiment</b></p> <p>Informing / sensitizing parents on the importance of technology education classes;</p> <p>1.</p> <p>2. Changing attitudes toward capitalizing on their potential for adulthood;</p> <p>3. Providing support and personal development assistance to preadolescents, parents and leaders;</p> <p>4. Training and practicing the capacities of self-control and solving the difficulties that appear in the education of preadolescents;</p> <p>5. Capitalizing on the fundamentals</p>	<p>29 s. 7th grade students and their parents;</p>	<p>Study year 2019-2020</p>	<p>Shapes:</p> <ul style="list-style-type: none"> <li>• Classes in the optional "Life Skills"</li> </ul> <p>Applied methods:</p> <ul style="list-style-type: none"> <li>• Presentation of different fields of activity, their Importance for the training of preadolescents for their future adult life, respectively parents</li> </ul>	<p>Designing work activities with students and parents;</p> <ul style="list-style-type: none"> <li>• Implementation of the integrative pedagogical model for capitalizing on the potential of technological education in the training of preadolescents for the role of responsible parent.</li> </ul>
IV.	<p><b>Verification experiment</b></p> <p>Finding the formative impact of preadolescents at the level of opinions, attitudes / representations and competencies;</p> <p>1.</p> <p>2. Setting changes in mode life, communication, relationships and education within the family;</p> <p>3. Valorization of the integrative pedagogical model for</p>	<p>30 s. High school students and their parents</p>	<p>Study year 2020-2021</p>	<p>-Application of questionnaires and problems to verify the competencies formed during the technological education classes for students and parents;</p> <ul style="list-style-type: none"> <li>• Conversations;</li> <li>• Scientific observation;</li> <li>• Case study.</li> </ul>	<p>-Analysis of the results obtained in the training experiment and their reporting to the results obtained in the finding experiment;</p> <ul style="list-style-type: none"> <li>• Appreciating the efficiency of the integrative pedagogical model for capitalizing on the potential of technological education in the training of</li> </ul>

**Continuation of table 1**

1	2	3	4	5	6
	capitalization of the potential of technological education in the formation of the preadolescent for the role of responsible parent				pre-adolescents for the role of responsible parent • Elaboration of conclusions and recommendations.

**List of sources used**

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**СПЕЦИФИКА АДАПТИВНОГО ПОТЕНЦИАЛА МЕДРАБОТНИКОВ  
С РАЗНЫМ СТАЖЕМ РАБОТЫ ВО ВРЕМЯ ПАНДЕМИИ COVID-19**

*В статье представлены результаты исследования адаптивного потенциала медработников во время пандемии. Автором приведен анализ эмпирических данных по опроснику А.Г. Маклакова и С.В. Чермянина у высшего и среднего медицинского персонала учреждений здравоохранения Гомельской области. Автором предпринята попытка изучить адаптивный потенциал медработников с разным профессиональным стажем.*

*Ключевые слова: адаптивный потенциал, адаптивный потенциал у медработников, пандемия, COVID-19, врачи, фельдшеры, медсестры, профессиональный стаж.*

Взаимосвязь адаптивного потенциала и жизнестойкости у медработников во время пандемии остаётся малоизученной. Пандемия COVID-19, как и остальные пандемии (свиной грипп, ВИЧ-инфекция), дали чётко понять, что возможности людей ограничены. История рассказывает нам о множестве пандемий за последние 2000 лет. Столкновение с неизвестной ранее инфекцией показывает миру важность понимания и изучения ресурсов организма. Помимо биологических защитных механизмов (иммунитета), позволяющих справиться с инфекцией, существуют и психологические защиты, например, жизнестойкость и адаптивный потенциал. Как говорят врачи: «не все погибают от чумы – многие от страха».

Адаптивный потенциал можно рассматривать как с точки зрения физиологии, так и психологии. В медицине каждый из этих подходов имеет своё значение. Например, если смотреть с точки зрения физиологии, то это реакция организма, направленная на поддержание жизнедеятельности в постоянно изменяющихся условиях, зависящая от физического состояния организма. Если же смотреть с точки зрения психологии, то это оптимизация соотношений между индивидуумом и окружающей средой, которая зависит от психологических особенностей личности. В медицине