# Phenomenology of the professional crisis of the teacher during the online learning

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**Abstract**

The study considers the phenomenology of the professional crisis of the teacher personality in the context of the transition to online learning. Based on the analysis of the results of the theoretical and empirical research involving 170 teachers, it was established that the features of the professional crisis of the teacher personality are the transformation of the value-semantic sphere of the personality and the actualization of reflexive and anticipation processes. The results of the empirical research allowed for the first time to reveal the features of the professional crisis of the teacher in the context of the transition. The experimental group had the life efficiency indicator on the level 47.92 out of 100 points, while the control group – 69.59 points, which is not a much higher indicator. The results can become an empirical basis for the development of programs of psychological and pedagogical support for teachers experiencing professional crisis situations when implementing online learning programs.

Keywords: biographical reflection, content analysis, online learning, professional crisis, teacher personality.

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## 1. Introduction

### 1.1. Conceptual or Theoretical Framework

Changes in the normative, organizational, substantive aspects of the work of a modern teacher raise the requirements for their personality. The implementation of certain elements and programs of online learning involves, first of all, the need for digital literacy among teachers. Most countries implement special programs and tools to help educators achieve an adequate level of digital literacy (Blayone et al., 2017). Most researchers identify a number of mandatory skills to possess in the context of Industry 4.0 and the digital economy. The most highly-demanded core skills are related to knowledge management, change management, agile management, self-awareness, and lifelong learning, for example, media, communication, problem-solving, critical thinking, individual resilience and teamwork skills (Grand-Clement, 2017).

In most cases, the introduction of online learning elements leads to a professional crisis and is characterized by its obvious signs (Lin et al., 2017). Online learning is not the only stressful factor for educators. The study of the professional crisis of an educator occurring during the transition to online learning is of particular importance for socionomic jobs when the object of labor is a person or social system. In particular, it is feasible to study the professional crisis of a teacher, whose professional development and professional activities take place in the context of permanent transformations of the education system. For example, these include the introduction of new federal state educational standards for primary and secondary education, digitalization of education, active implementation of inclusive education, etc. (Stukalenko et al., 2016).

Firstly, the review of the category of "professional crisis" is due to the variety of views and ideas about the phenomenology of the crisis, and secondly, due to the lack of research revealing the nature and essence of the professional crisis and its features in the era of the digital environment dominance. In the studies by researchers considering the phenomenology of the crisis in the context of professional development or professional formation of an individual, the following categories can be found: professional crisis, crisis of professional formation, crisis of professional development, etc. In foreign psychology, the category of personality crisis is studied in great detail; it is considered in the context of a person's experience of a traumatic situation and involves the analysis of development crises. Student responses that teachers presumably had to adapt to are connected with using modern technologies in the process of online learning, the ability to combine theory with practice, a sufficient level of technical skills, as well as skills to motivate students to learn and self-discipline.

### 1.2. Related Research

The growing tension, the need to restructure the semantic field of activities, and the transition to a fundamentally new level of work in a digital environment lead to the fact that teachers begin to experience internal conflicts and discontent and fail to understand the current social and professional situation. This makes teachers experience a professional crisis. Consideration of the professional crisis and the disclosure of its phenomenology should start with the analysis of the approaches of foreign and domestic scholars to the crisis category.

Lindemann (1944) was one of the first researchers who considered crisis situations that act as triggers of an identity crisis. Fillip and Aymanns (2010) describe life crises as time-limited situations characterized by an imbalance between the external and internal plan of being, which cannot be overcome with the resources available to the individual. This is highly relevant in the digital age as most of the resources required to adopt new circumstances are in the field of teaching technologies

and mastering their material artifacts (mobile devices, computers, networks, etc.). In some studies, a crisis is discussed when central areas of life are affected. A crisis can be triggered by overwhelmingly serious internal and external changes that a person must cope with in order to regain an overall positive mental state (Afshar et al., 2015). According to Everly and Lating (2013), a crisis impedes the achievement of life goals and can lead to personal disorganization, emotional or psychological disorder. The digital environment and the increased availability of information are often the cause of changes in the motivational sphere, including among teachers (Lin et al., 2017).

A number of foreign studies analyze the phenomenology of development crises. According to Erikson and his followers, any psychosocial stage is accompanied by a crisis. A crisis is a turning point in the life of an individual. It arises when a certain level of maturity is reached and poses new social challenges to the person (Schachter & Galliher, 2018). Their successful overcoming ensures self-identification, an increase in the sense of the purpose of life, and personality integration (Robinson et al., 2013). There is a motivational shift from externally regulated goals to internally motivated ones, a transition from external to internal motivation of behavior and activity (Morgan & Robinson, 2012), the formation of a psychologically more mature personality (Robinson, 2012).

Owens and Parsons (2018) argue that a crisis can also become a source of growth if a person finds and uses constructive coping strategies. However, as revealed by Robinson and Stell (2015), a crisis contributes to personal growth in 50% of cases, while in other cases, it leads to stagnation and personal regression. One of the areas of research on crises and crisis situations is the study of crises in the context of the professional development of an individual.

Crises of professional development are often defined as short-term periods (up to one year) of a dramatic restructuring of professional consciousness, activity, and behavior of an individual, as well as a change in their professional development priority. Crises lead to the reorientation of goals, correction, and revision of the social and professional position; they prepare a change in the ways of performing activities, lead to a change in the relationships with people, and in some cases, to the change of profession (Brandstätter & Herrmann, 2018). Johnson and Krsmanovic (2018) define a crisis as a short period of life accompanied by a complete restructuring of the person and changes in their activity. Summarizing available research, one can conclude that crises arise when a professional begins to experience dissatisfaction with their performance, social and professional status. In the context of the crisis of professional development, professional orientation is restructured.

The present paper is based on the studies by the above researchers, as well as on the works by Oberauer and Lewandowsky (2019), Khrapov and Baeva (2020), Chernov and Alekseeva (2016), which reveal the phenomenology of a personality crisis. They relied on the statement that a critical situation should generally be defined as a situation of impossibility (Oberauer & Lewandowsky, 2019). Khrapov and Baeva (2020) focus on a personality crisis as an extraordinary event that interrupts or undermines the normal course of a person's life. Such an event makes the person solve problems associated with creative adaptation to the new living conditions. In addition, in the context of our research, the category of crisis was considered as a non-equilibrium state. Researchers of non-equilibrium mental states point out that they occur in special conditions: stressful, critical, or difficult situations or periods of a person's life. What is more, such states are often the cause of irrational, inadequate, aggressive, and sometimes tragic behavior (Chernov & Alekseeva, 2016). These characteristics of the psychological reactions of teachers are confirmed by the research in the field of online learning implementation (Lin et al., 2017).

### 1.3. Purpose of the Study

The purpose of this paper was to analyze the peculiarities of the influence of online learning on the formation of teacher`s professional crisis during the transition to distance education through the method of phenomenology, which complements the crisis psychology ideas about the types of crises, enriches the ideas about the content of the professional crisis.

## 2. Materials and Methods

### 2.1. Research Methods

The professional crisis phenomenology was studied based on a number of methods:

(1)     Theoretical (analysis, comparison). The studies by domestic and foreign authors on the research topic were analyzed, and the key assumptions regarding the professional crisis phenomenology were formulated.

(2)     Organizational (cross-sectional analysis). These methods defined the procedural aspects of the study. The cross-sectional method was used to compare a group of subjects experiencing a professional crisis and a group of subjects not experiencing a professional crisis.

(3)     Empirical, which included the following:

•     "Experiencing a professional crisis" questionnaire based on the phenomenological method (Sadovnikova, 2016). The phenomenological method was used in psychology throughout the 20th century in research relying on the qualitative methodology. After the 1960s, the theorists and practitioners of the phenomenological, narrative, and discursive approaches agreed on the common scientific value, methodology, and tools of qualitative research (Wertz, 2014). The strengths of the developed survey are that it aims to identify the features of the occupational crisis before the transition to it, i.e., it can help predict this crisis. What is more, it focuses on describing the experiences related to the general attitude and feelings before the onset of a professional crisis, experiences accompanying a professional crisis, the transformation of the value-semantic sphere, as well as the solution of the professional crisis. The limitations of this survey may be that its basis was developed in the 20th century, so it needs to be revised in accordance with the new requirements for this type of research.

•     Method of biographical reflection by Klementyeva (2014). The author defines biographical reflection as the form of reflection directly aimed at the conceptualization and introspection of the life of the person. Firstly, biographical reflection manifests itself in the mechanisms of cognition, identification, and interpretation of the processes, phenomena, and events; secondly, it ensures self-regulation of life; thirdly, it is involved in meaning-making; fourthly, it inscribes the life journey of an individual into the socio-cultural reality.

•     Differential test of reflexivity by Leontyev and Osin (2014). The authors consider the concepts of introspection, systemic reflection, and quasi-reflection. An important aspect of the approach developed by Leontyev and Osin (2014) is that systemic reflection is the most adaptive, and it is this form that is associated with self-determination. The basis of systemic reflection is a unique and rather rare human ability – to look at oneself from the outside. When teachers experience a professional crisis, they also launch the processes of meaning-making, self-determination, and the search for new development trajectories. In view of this, systemic reflection is the important predictor of meaning-making (Leontyev & Osin, 2014).

## 2.2. Participants

A total of 170 people of the Russian State Vocational Pedagogical University were involved in the study. The group of teachers experiencing a crisis included 70 people. The rest of the teachers (100 people) made up the control group. This group was composed based on their own definition of having survived an online learning crisis. Participants in the control group were selected at random and were not asked for the wording about the experience of the crisis.

The sample involved women whose mean age was 36 years old and work experience constituted 15 years or more. All participants completed secondary teacher education programs and taught both the humanities and natural sciences in middle and high school. All participants had at least two years of experience in using certain digital technologies in education (online learning, mobile, blended learning, etc.).

## 2.3. Data Collection Tools

All three tests used were validated through testing in many experimental and statistical studies conducted in Russian educational institutions. We could not find any works with their application in English, so this research will be the first. The reliability of all three tests was checked by the authors on repeated samples using the Cronbach's α method and showed the following results:

"Experiencing a professional crisis" $\alpha = 0.85$;

The method of biographical reflection by Klementyeva (2014) $\alpha = 0.87$;

Differential test of reflexivity by Leontyev and Osin (2014) $\alpha = 0.84$.

With the help of the "Experiencing a professional crisis" questionnaire (Sadovnikova, 2016), a survey was conducted among teachers who have experienced a crisis in order to collect descriptive statistics material (it is presented as a percentage of recorded answers of a certain type). All participants were then assessed by the method of biographical reflection by Klementyeva (2014), and the results of the control and experimental groups were compared using the Mann-Whitney U-test. After that, the differential reflexivity test was carried out for both groups (Leontyev & Osin, 2014), and its results were compared using Spearman's correlation coefficient. To reduce the volume of the article, only statistically significant correlations greater than 0.3 in modulus were presented.

## 2.4. Data Collection Process

To process the data, the following mathematical statistics methods were used: descriptive statistics, frequency analysis with the Mann-Whitney U-test for hypothesis testing, and Pearson's correlation coefficient calculation for ranking correlation. The data were processed in SPSS Statistics 22.0.

## 2.5. Data Analysis

The study of the phenomenology of the professional crisis of the teacher personality during the transition to online learning was carried out in three stages. At the first stage of the study, a theoretical analysis of the literature was performed in order to determine the essence of a professional crisis. At the second stage of the research, empirical data were collected. At the third stage of the study, a mathematical analysis of the data was carried out with the use of descriptive statistics and frequency analysis in order to determine the characteristics of the professional crisis of teachers. The experiment took place at the Russian State Vocational Pedagogical University, where secondary school teachers are trained to receive a bachelor's degree (the "Psychology of Education"

profile, extramural education). The empirical data were collected within the training seminar organized for students. The empirical data were collected throughout two academic years.

## 3. Results

In order to reveal the phenomenology of the professional crisis of the teacher personality during the transition to online learning, an experimental group and control group were formed. The responses given by the experimental group were characterized by the negative assessment of professional activity; a generally negative emotional background; the perception of work as a boring and routine activity; vague and unclear professional future. Teachers who did not experience a professional crisis in the course of adapting to online learning were included in the control group. The analysis of empirical data was carried out in the context of comparing the two groups. In total, the group of teachers experiencing a professional crisis included 70 people. The basis for describing the phenomenology of a professional crisis was the data obtained from the "Experiencing a professional crisis" questionnaire (Sadovnikova et al., 2016).

The analysis of the responses allowed us to conclude that the participants described the time before the professional crisis as happy, bright, and interesting. The professional perspectives and the future were clear to the teachers. Among the respondents' answers, there were the following categories: "get a higher category", "develop as a teacher", "great prospects", "change stereotypes about the impossibility of providing a quality education", etc. All teachers noted that they saw the value of their work, perceived professional tasks with enthusiasm and inspiration ("the value of communicating with parents and children", "children need me", "I wanted to devote more time to work", "I sincerely believed that a teacher should love children", "The purpose of life and work was the upbringing of the future generation", etc.). There is probably a tendency to idealize the pre-crisis professional past in the context of experiencing a crisis or after overcoming it.

The analysis of the teachers' responses characterizing the experience of the professional crisis of the transition to online learning allows us to conclude that in a crisis situation, teachers begin to sharply perceive the assessment of their activities. Many participants noted the emergence of negative external assessments: *"fear of condemnation", "felt like a black sheep", "I cannot become better", "the colleagues treat me as a competitor", "gossip and pressure", "failure to communicate with the management", "non-acceptance as a colleague",* etc. (subcategory B24, 21%). Pedagogical activity involves constant feedback from students, parents, colleagues and the professional community as a whole. Teachers find it important to get the assessment of their work; in the descriptions of the pre-crisis period, subcategory A24 "I through the eyes of others" is also quite common (12% of the indicators); but before the crisis, the emphasis was placed on recognition and positive assessments, and during the crisis – negative ones. Another frequent category in the responses of the participants was "loss of control over activities and professional situations" (subcategory B21, 20%): *"my fingers are all thumbs", "void and lack of new ideas", "I will never succeed", "I cannot make a decision", etc.* Subjectivity and self-confidence that characterize the perception of the pre-crisis professional situation (subcategory A22, 12%) are lost during the crisis, which is one of the key sources of anxiety along with negative external assessments.

A blurred professional perspective or its lack (subcategory B14, 12%) and, as a consequence, the need to develop a further scenario for professional life were observed in the following answers: *"do I need this profession", "will it be interesting in the future", "I wanted to quit and find another job", "the professional future is bleak", "the professional future will never become better and it will only get worse"*, etc. In the pre-crisis period, the image of the profession included both professional plans and

opportunities for self-realization (subcategories A13 and A14, 8% each). It should also be noted that the participants mentioned a lack of interest in activities (subcategory B12, 18%) and the routine nature of activities (subcategory B13, 14%) during the period of professional crisis. The data obtained became the basis for the further study of the experience of teachers facing a professional crisis with the use of psychodiagnostic testing techniques.

The choice of the above psychodiagnostic techniques was due to the assumption that the phenomenological features of a professional crisis during the transition to online learning are the changes in the value-semantic sphere of the individual manifested in a decrease in the significance of life-purpose orientations and the actualization of reflexive processes and anticipation. Let us consider the description of the results obtained. As noted above, in order to obtain more reliable results, two groups of teachers were formed: experimental and control. In order to substantiate the hypothesis that in a professional crisis situation, there is a decrease in the significance of life-purpose orientations, we carried out a comparative analysis of the control and experimental groups of teachers. When using the Mann-Whitney U-test, it was supposed more strongly formulated *the hypothesis*: the median values of the life-purpose orientations of the test for the control and experimental groups will be equal, and at the same time, in the experimental group, the values for each of the indicators will be lower than in the control group.

Based on the results of the Mann-Whitney U-test, it can be concluded that compared to the control group, the experimental group demonstrates lower values for a number of indicators of life-purpose orientations at the level of significance $p \leq 0.05$ (Table 1). At the mean value of life-purpose orientations in the sample, the teachers of the experimental group are characterized by lower values of the life-purpose orientations. Namely, at the level of significance $p \leq 0.05$, lower values of the following indicators were found: "Life goal", "Life efficiency (satisfaction with self-realization)", "Locus of control – I", "Locus of control – life".

Table 1. Comparative analysis of the indicators of life-purpose orientations of different groups of teachers.

| Indicators of life-purpose orientations | Teacher groups (1 – experiencing a crisis, 2 – not experiencing a crisis) | Mean | Mann–Whitney U-test | Significance level (p) |
|---|---|---|---|---|
| Life goal | 1.00 | 41.86 | 849.50 | 0.01 |
| | 2.00 | 72.24 | | |
| Life course | 1.00 | 54.59 | 1333.50 | 0.09 |
| | 2.00 | 66.67 | | |
| Life efficiency | 1.00 | 47.92 | 1080.0 | 0.01 |
| | 2.00 | 69.59 | | |
| Locus of control – I | 1.00 | 42.99 | 892.50 | 0.01 |
| | 2.00 | 71.74 | | |
| Locus of control – life | 1.00 | 51.11 | 1201.00 | 0.02 |
| | 2.00 | 68.20 | | |
| General purpose of life | 1.00 | 54.61 | 1334.00 | 0.09 |
| | 2.00 | 66.67 | | |

Significant differences can be noted in the intensity of the indicators of life-purpose orientations among teachers of different groups. Since the medians of the values of the two groups coincide within

the p-values for each of the indicators, and a lower value is observed for each indicator in the experimental group, the hypothesis is confirmed. Let us give a qualitative description of the results obtained. The "Life goal" scale characterizes the presence or absence of goals in the life of the teacher in the future, which provide them with the purpose of life, guidance, and time perspective. A decrease in the scale indicators (up to 34.34) indicates that in a professional crisis, it is typical for the teacher to live in the present day and not to plan for the future as it is obscure, and the professional perspective is unclear.

The "Life efficiency or satisfaction with self-realization" scale (equals 25.08) reflects the assessment of the previous period of life, its efficiency, and contribution. Due to the fact that teachers experiencing a professional crisis are characterized by low values on this scale, it can be stated that they are mainly dissatisfied with the part of life they have lived. The "Locus of control – I (I control my life)" scale (equals to 24.34) characterizes teachers' general idea of themselves as a strong personality being free to build their life in accordance with their goals and ideas about the purpose of life. According to the test results, teachers demonstrate low scores on this scale; thus, it can be argued that in a professional crisis, a teacher is more likely to doubt their own strength and ability to control the events of their life.

On the "Locus of control – life (manageability of life)" scale, there is also a statistically significant decrease (equals to 30.45). The scale confirms the belief that it is a person who can control their life, make independent decisions and implement them. The teachers experiencing a professional crisis are characterized by the belief that human life is not subject to conscious control, and freedom of choice is illusory; they are sure that it makes no sense to plan anything for the future. A separate focus of the research was the analysis of the level of reflection and anticipation among the teachers experiencing a professional crisis.

The results obtained based on the method of biographical reflection (Klementyeva, 2014) and the differential reflexivity test (Leontyev & Osin, 2014) allow us to conclude about the actualization of reflexive processes. Thus, this is evidenced by the results of the correlation analysis of the content-analytical categories and parameters of reflection (with the use of Spearman's rank coefficient of correlation). A positive relationship between introspection (differential reflexivity test by Leontyev and Osin (2014) and the content-analytical category "Experiencing a crisis" ($r$ = 0.37; $p ≤ 0.5$) was also established. It was also revealed that there is a negative relationship between configurative reflection and the content-analytical category "Emotional experiences" ($r$ = -0.39; $p ≤ 0.5$). In accordance with the meanings of these terms used in the questionnaires, this indicates that there is an inverse relationship between the presence of a conscious emotional experience and the deliberately set patterns of reflection used by a person. The stronger such patterns are, the less the ability to receive and be aware of emotional experience. A more accurate interpretation of this result and its more detailed study should be the topic of future research. The personal component of biographical reflection is positively associated with the content-analytical category "Depression and desolation" ($r$ = 0.53; $p ≤ 0.1$).

Let us consider the description of the results that indicate that the phenomenological feature of the professional crisis is also the specificity of the anticipatory reflection (anticipation). The correlation analysis made it possible to establish that there is a significant correlation between the values of the ability to predict, the content-analytical categories of the phenomenological questionnaire, and the indicators of self-regulation of behavior and activity. It was found that the ability to predict is associated with a self-regulation indicator – programming ($r$ = 0.534; $p ≤ 0.01$), as well as with the following content-analytical categories: "Possibility of creative self-realization" ($r$ = 0.418; $p ≤ 0.05$),

"Reflection of the inner world" ($r = 0.397$; $p \leq 0.05$), "Hobbies and interests" ($r = 0.418$; $p \leq 0.05$). In conclusion, it should be noted that there is a negative relationship between the ability to predict and the content-analytical category "Loss of professional identity" ($r = -0.456$; $p \leq 0.05$). Accordingly, an increase in the ability to predict future situations is moderately correlated with the loss of professional identity, which is quite consistent with the data of other studies (Sadovnikova et al., 2016).

## 4. Discussion

The data of the phenomenological interview supplement the psychological ideas about the essence of professional crises as a situation accompanied by the dissatisfaction with professional activity. The results of the study demonstrate that many teachers note frustration, lack of new ideas, and the routine nature of work. A decrease in the importance of pedagogical work can also be mentioned here. Researchers also declare a worsened ability to predict professional activities when introducing online learning methods or digital elements into traditional in-class practices (Brandstätter & Herrmann, 2018).

An important result of our study is the conclusion that a professional crisis in the context of the digital transition is a situation with a semantic "desynchronosis" characterized by blurred professional perspectives and the lack of professional development plans. Similar conclusions can be found in a number of studies (Khrapov & Baeva, 2020), which analyze the phenomenology of personality crisis and crisis situations. This research confirms the findings of a number of earlier studies showing that teachers feel hopeless, uncertain, and lose their goals when experiencing a professional crisis (Afshar et al., 2015). Such educators are characterized by a lower intensity of the indicators of the meaningfulness of the future and a lack of time perspective. The very situation of a professional crisis related to the transition to online learning manifests itself in the dissatisfaction with the past, feelings of the meaninglessness of the passed stage, the failure of self-realization, inability to influence the course of one's own life, as well as uncertainty in the fundamental possibility of independent implementation of life choices.

We have found that reflection can become a predictor of a professional crisis, which is consistent with the researches of other scientists (Khrapov & Baeva, 2020; Sadovnikova, 2016). Analysis of the results of the study on the peculiarities of reflection of teachers experiencing a professional crisis allows the inference that the teacher's need for reflection of their own experiences and states is actualized. At the same time, as noted by Leontyev and Osin (2014), introspection is aimed primarily at the inner world of a person rather than at analyzing the external situation. In this case, the only feature of the digital environment is that there is an acute awareness of the need to learn and adapt to a new reality, as well as doubts about the ability to adequately cope with this (Lin et al., 2017). Teachers familiar with digital technologies from childhood and the older generation have dramatically different responses to new technologies (Grand-Clement, 2017).

The relationship between the personal component of biographical reflection and depression and desolation allows us to note that due to the fact that the personal component of reflection characterizes the process of giving a purpose to actions and life events, as well as the awareness of personal qualities manifested in life events, the realization of one's own professional potential, the search for oneself and new purposes are actualized in the event of a professional crisis, which makes teachers feel depressed and desolated, as well as experience a lack of professional interest. This crisis scenario is generally characteristic of the introduction of new technologies and accompanies the scientific and technological revolution throughout its history (Stukalenko et al., 2016), while figurative reflection characterizes the development of the life journey. In view of this, the peak emotional

experiences accompanying a professional crisis block the process of designing the life journey, which appears to be torn and fragmentary.

Consideration of the role of anticipatory reflection in a crisis situation is a new practice in the context of studying the matter of professional crisis. The present work uncovered that anticipatory reflection (anticipation) is associated with the teacher's ability to predict, anticipate the future and determine the development trajectories of the present. Hence, it is reasonable to assume that the teacher's ability to predict will also determine the ability to plan behavior and activities. This will result in the successful solution of the professional crisis of the individual due to the clear projection of their professional future and personality. The mechanism of anticipation contributes to the formation of goals, planning, and programming of behavior and activities to overcome a professional crisis. The studies devoted to personal crises show that anticipation is involved in making decisions about the professional future, as well as in the current control over the processes of coping with a crisis, etc. (Turban, 2018).

In the course of research, we found that the inability to predict one's future leads to the emergence of the so-called professional alienation – the loss of professional identification with the teaching profession, which can have serious negative consequences, including the intensification of teacher's personality destruction. Correspondingly, the phenomenological features of the professional crisis are the change in the hierarchy of personal values and the transformation of the system of life-purpose orientations, the "launch" of reflexive processes and anticipation, which ensure the search for resources and ways to solve the professional crisis.

## 5. Conclusion

This study aimed to consider the phenomenological features of the professional crisis of the teacher personality during the transition to online learning. Based on the analysis of the works of Russian and foreign researchers, as well as the results of our previous research, we assumed that teachers experiencing a professional crisis in the context of the digital transition are characterized by the changes in the intensity of life-purpose orientations and actualization of reflexive processes and anticipation. A professional crisis is a long-term state associated with a change in the semantic field. The data of the analysis of the questionnaire-based self-reports and the quantitative data obtained with the help of survey methods confirm the fact that in a crisis situation, the target orientation of life and professional activity is "lost" and the experience gained over the past period of life becomes insignificant and useless. Thus, the experimental group's life efficiency indicator was on the level 47.92 out of 100 points while the control group – 69.59 points, which is not a much higher indicator. A feature of a crisis situation is the actualization of the processes of reflection, which are aimed at the solution of the problems of understanding oneself and the search for new resources.

Apart from the points stated, the examination revealed a significant correlation between introspection and the analytical category "Experiencing a crisis" ($r = 0.37$; $p \leq 0.5$). Anticipation (anticipatory reflection) was also defined as the factor that plays an important role in a professional crisis. It ensures the teacher's ability to predict and determines the possibility of planning behavior and activities. The correlation between the ability to predict and project the future was at the level of $r = 0.534$ with $p \leq 0.01$.

### 5.1. Recommendations

The obtained results supplement the research in the field of personality and crisis psychology. They are of great practical importance as they allow designing and implementing programs of psychological

and pedagogical support for teachers, taking into account the peculiarities of their professional crisis experience.

## Acknowledgements

Not applicable.

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