

Так, например, для первой группы это будут задания на простой опрос с выбором вариантов ответа (например, Microsoft Excel – это а) текстовый процессор; б) графический редактор; в) табличный процессор; г) операционная система), а для пятой – применение изучаемого материала в нестандартной производственной ситуации.

Отбор задач проводился с учетом уровня подготовленности учащихся, индивидуальных способностей и потенциальных возможностей их развития, а также профессиональной направленности.

Не менее значимым является учет структуры деятельности по решению задач. Реализация задачной технологии предполагает деятельность учащихся не только в решении задач, но и в выявлении метода решения задачи, описания «маршрута» получения знания, отделения способа решения от результата, анализа своей учебной деятельности.

Экспериментальная работа проводилась с учащимися 2 групп третьего курса специальности «Ветеринарная медицина», имеющими примерно одинаковый средний балл (6,9) итогового контроля по «Информатике». В экспериментальной группе апробировалась задачная технология обучения с учетом всех требований и этапов ее реализации, в контрольной – современное традиционное обучение. В ходе исследования средний балл промежуточного контроля по дисциплине «Информационные технологии» в экспериментальной группе – 8,4 в контрольной – 7,3. Мониторинг успеваемости учащихся по результатам семестра показал более высокий уровень достижений учащихся экспериментальной группы по сравнению с контрольной: качественная – 65% и 49%; абсолютная – 100% и 95%, что подтверждает результативность задачной технологии при освоении информационных технологий.

**Заключение.** Эффективная реализация задачной технологии при преподавании учебной дисциплины «Информационные технологии» в условиях колледжа предполагает последовательное выполнение этапов: ориентировочный (работа с образовательными стандартами по специальности, типовыми учебными планами и программами, учебниками и учебными пособиями по дисциплине, исходная диагностика учащихся); проектировочный (диагностичное целеполагание, отбор содержания предметного материала и конструирование системы задач, выбор дидактических средств для их решения обучающимися); реализационный (осуществление образовательного процесса с использованием задачной технологии, апробация сконструированной системы задач и дидактических средств их решения); оценочно-рефлексивный (анализ ошибок при решении задач, оценка достижений учащихся, коррекция содержания и деятельности).

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## **APPLICATION RESEARCH OF EMPLOYEE ASSISTANCE PROGRAM (EAP) IN COLLEGE TEACHER STRESS MANAGEMENT**

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University teachers are the main body of university teaching and scientific research tasks, and shoulder the important responsibility and mission of cultivating talents, inheriting culture, and knowledge innovation. In view of the professional characteristics and work nature of college teachers, the pressure they endure is mostly chronic and lasting. Some Western research results show that the most destructive effect on people's body and mind is the continuous chronic pressure, not the acute pressure. However, judging from the actual situation of my country's colleges and universities, most college teachers mainly rely on self-management. Psychological counseling institutions in colleges and universities are mostly aimed at students at school, and few can provide services to college teachers.

Research conducted by East China Normal University Xu Zhujun pointed out that although the university has carried out some psychological lectures and consultations, there are few such activities, and they have not been institutionalized. The school has not established a special psychological consultation agency. There is a psychological problem, and he failed to seek help from a special psycho-

logical counseling agency in time. Therefore, college teachers need to organize to provide them with spiritual assistance, and colleges and universities also urgently need to explore an effective mechanism to provide teachers with mental health services and solve the problems of college teachers. Worry for the future. The Employee Assistance Program (EAP) originated from the United States is a set of system, long-term benefits and support programs set up by companies for employees.

The purpose of the research: this research uses the pressure management of college teachers as the main foothold to construct an EAP implementation plan that is conducive to alleviating the professional pressure of college teachers, so as to help college teachers manage professional pressure.

**Material and methods.** This study investigates the teachers of Sichuan Hope Automobile Vocational College, Sichuan Tianyi Vocational College and Sichuan Culture and Media. Based on the survey data, the paper analyzes the necessity and feasibility of employee assistance plan in colleges and universities. In total, 350 questionnaires were distributed, 344 valid questionnaires were recovered with 98%. Research methods include: theoretical study and analysis of scientific literature; comparative analysis method; questionnaire survey method.

**Results and their discussion.** In our country's (China) college system, the employee assistance program is still in the developing stage, and the organizational support system for the pressure management of college teachers is not perfect. From the research on this subject, it can be seen that the current pressure on college teachers in our country is relatively high, and there are some policies or measures in college management that can more or less help college teachers alleviate professional pressure. For example, many colleges and universities have formulated policies for the selection and training of young and middle-aged teachers and provided many preferential policies. There are also many colleges and universities that provide faculty and staff with opportunities for further training and support in the form of further training and funding. The personnel appointment system of colleges and universities is Teachers provide a competitive mechanism that can be up and down, and can be in and out, which can alleviate the pressure on the professional development of college teachers to a certain extent. For another example, the current medical policies, housing support policies, support policies for children's enrollment opportunities, and support policies for teacher group activities in colleges and universities have also solved part of the life pressure for college teachers. However, these measures to alleviate the work pressure of college teachers are mostly mixed in the daily activities of colleges and universities such as teaching and research, personnel development, etc., and they are not specific, specialized, and organized. This research examines the management of university teachers from a new perspective, broadens the direction of academic research on university teacher management; at the same time, it improves the management effect of university teachers' performance and provides new ideas for the management of university teachers' resources. To a certain extent, college EAP should be a welfare and support project provided by the school for teachers, and it should become a part of college human resource management. The implementation of the EAP plan is not only a question of improving teachers' quality of life and enhancing teachers' professional happiness, but also an important measure for schools to improve the effectiveness of education and teaching and sustainable development. This article expands the relevant theories of human resource management in colleges and universities, enriches the sources of theories of college teacher management, and contributes to the effective implementation of human resource management activities in colleges and universities in the future.

Therefore, on the whole, the prospects for the development of the employee assistance program in higher education institutions are still very optimistic. Moreover, most researchers of the most powerful employee assistance programs exist in the university system. As long as the researchers, managers, and implementers are properly grasped, carefully consider the existing difficulties, fully foresee the possible problems, and actively face and adopt corresponding measures. It is believed that the employee assistance program will develop smoothly in our country's institutions of higher learning.

**Conclusion.** Judging from the survey data, it is necessary to implement employee assistance programs in colleges and universities, and with the gradual promotion of employee assistance programs in various enterprises and institutions in my country, it can be predicted that it is only a matter of time before colleges and universities introduce employee assistance programs.