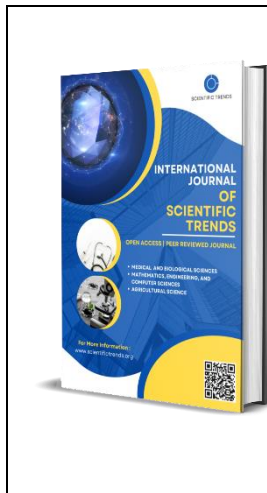


# Methods of Overcoming Professional Deformations Arising in the Activity of a Teacher

Ziyodullayev Daler Zahidjon ugli

Gulistan State Pedagogical Institute Faculty of Pedagogy

Student of the 2nd Stage of Physical Culture



## Abstract:

This article presents the causes of the professional deformation of pedagogues and various psychological disturbances in this process, and the factors for its elimination.

**Keywords:** Pedagogue, professional deformity, psychological health, burnout syndrome, emotional factors, psychoprophylactic measures.

## Introduction

The problem of forming the personality of a teacher as one of the main central figures of the educational process is one of the topical topics of modern psychological science. After all, the quality and effectiveness of training depends on the comprehensive training and professional deformation of personnel acting in the pedagogical process.

The teaching profession is one of the professions from the category of "Human-human", which, in turn, leads to the emergence of emotional factors as a result of interpersonal relationships. Naturally, under the influence of psychoemotional factors, cases of professional maladjustment and professional unfitness arise. The type of activity from the main categories of psychological science into work, skills acquired as a result of gaming and educational activities are transferred into practice. When put into practice, the occurrence of specific problems is systematically observed.

The formulation of the problem in general and its connection with important scientific and practical tasks. Recent studies (Yu.V. Konyakhina [1], N.V. Prokoptseva [2], A.M. Samurganova [3], etc.) convincingly prove that all teachers of any level to one degree or another, at any stage of professional development (professional adaptation, professionalization or professional skill) are subject to professional deformation. On the one hand, this is due to the fact that global changes are taking place in education, which

require the teacher made great efforts to change pedagogical thinking. This is reflected in an increase in the amount of work that teachers can hardly cope with, sometimes to the detriment of their health. On the other hand, many of its resource capabilities remain unclaimed, since the performance of specific types of work does not require the development of diverse qualities and abilities of the individual. Therefore, certain professionally significant personality qualities transform over the years into professionally undesirable ones. As a result, the teacher manifests pedagogical deformations of a behavioral, personal and personal-behavioral nature.

Professional deformation of a teacher's personality at the present stage is understood as a condition that occurs in healthy teachers in an emotionally tense atmosphere of professional communication and is characterized by a set of symptoms of an emotional, cognitive, behavioral and psychophysical nature [4].

Analysis of recent studies and publications that examined aspects of this problem and on which the author is based; highlighting previously unresolved parts of the general problem. Currently, the problem of professional deformation of a teacher's personality is interdisciplinary and is considered in pedagogical, psychological, sociological and related sciences. Professional deformations that arise in the process of performing professional activities and changing the profile of a personality are highlighted in the works of S.P. Beznosova [5], R.M. Granovskaya [6], E.F. Zeer [7], A.K. Markova [8], E.I. Rogova [9] et al.

Such pedagogical scientists as I.F. Isaev [10], V.A. Slastenin [11] and others made a significant contribution to the development of the problem, who described the patterns of formation of the teacher's personality and his pedagogical culture.

Presentation of the main research material with full justification of the obtained scientific results. The experimental work consisted of three interrelated stages: ascertaining, forming and control. At the stage of the ascertaining experiment, the level of professional deformation of preschool teachers was revealed. During the formative stage, a model for the prevention of occupational deformities was tested for teachers participating in the experiment. The purpose of the control experiment was to determine the level of effectiveness of the conducted correctional and developmental work. Let's reveal the methodology of conducting the ascertaining stage of the study. Its purpose is to identify the signs and levels of professional deformation among teachers of a preschool educational organization. The work was carried out by us in accordance with previously defined criteria and indicators: motivation component (stability of conscious professional motivation, satisfaction with the work of the educator, desire to engage in their professional activities); cognitive component (awareness of the desire for self-development, the desire to achieve high professional results, understanding the need to prevent professional deformations); behavioral component (mastery of self-regulation skills, absence of symptoms of emotional burnout, lack of authoritarianism, rigidity, uncriticism in behavior as the main prerequisites for the formation of professional deformation). As diagnostic tools, the following methods were used: "Motivation of professional activity" (K. Zamfir, modified by A. Reana), the methodology "Assessment

of the teacher's readiness for development" (V.I.Zvereva, N.V. Nemova), the methodology "Professional deformations and self" (S.P. Andreev), the methodology "Teachers' awareness of the need to possess self-regulation skills. Self-assessment of self-regulation skills" (T.F.Belousova, E.V. Bondarevskaya), the method of "Diagnosis of emotional burnout of personality" (V.V. Boyko), the method of diagnosis of professional deformation of the teacher's personality (V.E. Orel, S.P. Andreev). In addition, the method of studying and analyzing pedagogical documentation was used.

Occupational deformation (adaptation to work, habituation) is a social process of assimilation by an individual of a new work situation, in which the individual and the working environment actively influence each other and are adaptive systems. That is, on the first hand, a person actively introduces himself into the system of professional and socio-psychological relations of a particular labor collective, learns new social tasks, values and norms for him, coordinates his special path with the goals and objectives of the organization (labor collective), thereby subordinating his behavior to the official instructions of this educational institution. On the other hand, a person will have certain goals that he has previously decided in himself, a value direction of treatment, according to which he formulates his requirements for the enterprise. A person and an educational institution, realizing their requirements, interact with each other, adapt to each other, as a result of which the process of adaptation to work takes place.

The concept of deformation is usually interpreted as a change affecting the body and forming an important character trait in it. Many researchers have noted the emergence and formation of professional deformation in professions such as "human-human". The adaptation of a person to a particular working environment is manifested in his daily treatment, specific indicators of work activity, labor efficiency, social information and its practical implementation, activity. Adaptation to work can be primary (when an employee enters the work environment) and secondary (when changing jobs with or without a change of profession, or with a significant change in the environment). They have a complex structure and consist of the following devices:

1. Professional adaptation is expressed in a certain level of acquisition of professional skills and abilities by a person, in the formation of certain professionally necessary feelings in him, in the development of a stable positive attitude of an employee towards his profession. It manifests itself in familiarization with work in the professional sphere, mastering professional skills, high-quality performance of functional duties, creativity in the field of work.
2. Socio-psychological adaptation -finds its expression in the assimilation of the socio-psychological characteristics of an educational institution, in entering into the system of established relationships in it, in positive interaction with its members.
3. Socio - organizational adaptation-refers to the assimilation of the organizational structure of an educational institution, the management system and the production process, the service system, the work and rest regime.
4. Cultural and household adaptation is the assimilation of the peculiarities of everyday life and leisure traditions in the organization of work. This adaptive character is

determined by the level of production culture, the general development of the organization's members, and the peculiarities of using free time.

The presence in these adaptation processes of various manifestations of individual typological personality traits, motivation, orientation, emotional and volitional aspects, needs creates conditions for the emergence of a "burnout syndrome" in the personality of a teacher, i.e. a complex psychophysiological phenomenon, including emotional, physical and mental saturation associated with constant emotional stress. This syndrome manifests itself as a depressive state, a feeling of fatigue and apathy, a lack of motivation and enthusiasm, an inability to see the positive sides of their activities in negative attitudes towards work and life in general. In this process, it is necessary to list the following factors that pose a danger to the psychological health of teachers:

- tension and conflicts in the teaching staff, lack of support from the staff;
- lack of conditions for teachers to work on themselves and the atmosphere of introducing educational innovations, monotony in activities;
- insufficient attention and recognition from the teaching staff;
- stress due to lack of educational tools;
- the presence of differences among teachers in the real state of the model of pedagogical activity and its ideal state;
- lack of professional career and prospects;
- inability to see the future as a result of the lack of motivation of students;
- personal conflicts of the teacher and a sense of inferiority.

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