

EMOTIONAL SUSTAINABILITY AND EMPATHY AS IMPORTANT COMPONENTS OF PROFESSIONAL COMPETENCE OF TEACHERS OF SCHOOLS

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ABSTRACT

The article deals with the importance of emotional stability and empathy in teachers of general education schools as important components of their professional competence. In particular, it is noted that according to the degree of tension, the teacher's load is on average more than managers and bankers, genealogists and presidents of associations, that is, those who work directly with people. The behavior of modern teachers is often characterized by increased tension. The author revealed that empathy, as an important professionally significant quality of a teacher's personality, determines the organization of the educational process, its effectiveness and quality of education and has a statistically significant relationship with the number of years worked. A statistically significant positive relationship between low level of empathy and low anxiety level was revealed, as well as a positive relationship between the manifestation of low level of empathy and high anxiety, but the level of significance here is less than established. The author suggests variants of training in the development of reducing anxiety among teachers and increasing their emotional stability. Based on the analysis of scientific research and on his own experience, the author suggests ways of solving the problem - the organization of timely psychological assistance to teachers, prevention of professional burnout and professional deformation among teachers. The author believes that the task of psychological accompaniment of the emotional stability of a school teacher can be solved within the school by the forces of a psychologist on a specially organized socio-psychological training. One of the main blocks of this training will be the teachers' awareness of their own position vis-à-vis students and gaining personal courage to change the habitual directive-controlling style of attitudes towards students to an authoritative, empathetic style characterized by general emotional comfort, intellectual looseness, and leading to cooperation and joint creativity.

Keywords: Pedagogical activity, empathy, emotional stability, communication skills, training.