

PSYCHOLOGICAL CHARACTERISTICS OF PROFESSIONAL STRESS ELIMINATION IN PEDAGOGICAL ACTIVITY

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ABSTRACT

This scientific thesis analyzes the psychological features of the representation of occupational stress in pedagogical activity. To determine the level of occupational stress in teachers, the "Scale for determining the level of occupational stress" proposed by D. Fontan was used and the analysis is given. In addition to describing the work-related aspects of occupational stress representation in educators, methodological principles of psychotherapeutic methods aimed at reducing its impact are also presented.

Keywords: Professional stress, pedagogue, stressor, psychocorrection, pedagogical internship, pedagogical team.

INTRODUCTION

No matter what field a person works in, he or she is exposed to stressogenic factors related to professional activity. The pedagogical profession is rich in professional stressors, as it is a field of activity in the "human-human" system. It shows that stress causes a variety of mental disorders, resulting in a decrease in the ability of employees to work and a decrease in work efficiency. Experts of the International Association of Stress Management argue that negative mental stress at work, occupational fatigue, chronic fatigue, disorders of emotional and volitional processes in employees are the main causes of occupational stress.

In our country, too, great attention is paid to the issue of psychosocial health of workers, especially educators of the next generation. In particular, a number of normative and normative documents aimed at creating a socially healthy environment, introducing effective mechanisms of youth education, providing psychological support for the spiritual development of the individual, the formation of psychological knowledge and skills of specialists are a clear proof of this. This is evidenced by the tasks set by the Cabinet of Ministers of the Republic of Uzbekistan on June 7, 2019 No. 472 "On measures to further improve the system of training in the field of psychology and crime prevention in society." we can see that emphasis is placed on health issues [1]. The main goal of these reforms in the field of education is, of course, the education of a harmoniously developed person, and in the words of President Sh.M. Mirziyoyev, "... we see that the reforms aimed at changing the life of society began with the education system. The basis of education and upbringing is the school. The driving force behind the school is the teachers. "[2] Therefore, the profession of "teaching" itself imposes a number of responsibilities and tasks on the individual. This situation necessitates the provision of psychosocial health of teachers, improving the social psychological environment in the teaching staff, improving the constructive attitude of teachers to professional stress, increasing their resilience to stress on the basis of various psychological mechanisms.

Given the above considerations, the study of stress in educators and its psychological aspects is one of the most pressing issues.

LITERATURE REVIEW

Occupational stress is a state of stress that occurs in an employee as a result of long-term intensive exposure to the emotional-negative and extreme factors associated with professional activity. Occupational stress is manifested in decreased work efficiency, increased internal discomfort, extinction of social motives associated with pedagogical activity, dissatisfaction with self and activity, psychosomatic illnesses and depressive states. Today, the work of educators is full of psychogenic, intellectual, emotional tensions. This is because the daily reports, issues related to coaching activities, problems with the leadership-staff relationship in the teaching staff do not leave time for educators to engage in pedagogical creativity, which leads to both mental and physical fatigue and stress.

Occupational stress factors manifested in pedagogical activity can be conditionally divided into the following groups: **factors related to labor activity:** excessive workload, poor working conditions, lack of time; **stress factors related to the role of the educator in the pedagogical team:** inability to fulfill professional responsibilities, non-recognition in the team, assumption of all his responsibilities, uncertainty resulting from unfair distribution of workload, very low responsibility to the team, low participation in community life; **factors related to interpersonal relationships in the pedagogical team:** destructive relationships with the leader, colleagues, students, parents, communication problems; **Factors related to the pedagogical career:** professional "failure", fear of retirement, lack of professional knowledge; **factors outside of professional activity:** family problems, chronic diseases, etc. [4; 10].

Research Methodology

The health of pedagogical staff and the effectiveness of their pedagogical activities, as in many professional fields, work conditions, the environment in the team depends on professional functional responsibilities. However, many studies show that in the last decade, the number of stress factors associated with pedagogical activity has been increasing. Today, the work of teachers is full of psychogenic, intellectual, emotional tensions [4]. Indeed, day-to-day reports, issues related to coaching activities, involvement in community work, problems with manager-employee relations in the teaching staff do not leave time for educators to engage in pedagogical creativity, causing them both mental and physical fatigue and stress.

When British scientists studied the link between stress propensity and occupational activity, they listed 22 occupations that are susceptible to the most stressogenic factors. The "honorary third" place for stress professionals is the pedagogical profession.

The pedagogical profession is one of the professions prone to stressogenic factors that require self-control and management. The constant changes in the requirements for pedagogical activity, the influx of new information and the lack of time for its acquisition, the emotional and social stress in pedagogical activity complicate the conditions of professional activity and increase stress in teachers. With this in mind, we set ourselves the goal of identifying the manifestations of occupational stress in educators.

In our research, we set the goal of research to identify psychological factors that affect the formation of occupational stress in educators and to develop ways to overcome them. In accordance with the purpose of the study, a scientific research was organized on the basis of the following algorithm to test it empirically:

- 1) the level of susceptibility to occupational stress in respondents was checked;

2) indicators on mental and emotional well-being of respondents, social and psychological environment in the community, the level of professional readiness of teachers were identified;

3) indicators of correlation between professional stress and mental, emotional burnout of respondents, social and psychological environment in the team, the level of professional readiness of teachers were calculated (K. Pearson's method of calculating the r-linear correlation coefficient);

4) Psychological mechanisms of occupational stress in educators were analyzed.

In our study, we organized our work by approaching the principles of determinism, structuralism.

It is well known that the principle of determinism (lot.determinare-determination, demand) implies that the phenomena of the material and spiritual worlds are objectively legally interrelated and interdependent. Based on this principle, the idea of causation is such a connection between different events that the idea that one event constantly produces another event when appropriate conditions are present in such a relationship situation [8]. Assuming that the implementation of the principle of determinism in our dissertation is based on a specific mechanism of occupational stress and its representation in a certain form is always the result of a certain level of influence of social, cognitive and affectogenic factors, is increased.

As a methodological principle of scientific research, the principle of systematization requires the study of the objects under study as a system, which explains the properties of phenomena with the characteristics of the interaction of the elements that make them up. This principle requires the analysis of the subject of scientific research to distinguish the elements that make it up as a system and the systemic functional relationships between them, to justify the levels of the system and the factors that make up the system [7]. The principle of systematization is intended to be realized by educators through an understanding of the mechanism of manifestation of occupational stress in terms of systemic coherence. In addition, the results of experimental trials conducted in the framework of our study clearly show the harmonious state of the manifestation of occupational stress.

Analysis and Results

In addition, the pedagogical profession is the most common profession under the influence of cognitive, informational, emotional, social stressors operating in the system of "human-human" relations. With this in mind, we set ourselves the goal of identifying the manifestations of occupational stress in educators. To conduct our own empirical research, we conducted the "Occupational Stress Level Scale" developed by D. Fontan [5]. The results obtained by this method were analyzed in terms of quantity and quality. The results of the quantitative analysis are presented in the table below.

Table 1: Features of the manifestation of occupational stress in educators

| Name of scales | Participants result | | | |
|---------------------------------------|---------------------------------------|--|--|--|
| | Work experience up to 5 years (N =47) | Work experience up to 10 years (N =44) | Work experience up to 15 years (N =51) | Work experience over 15 years (N =129) |
| Low level of occupational stress | 5,9% | 5,7% | 4,1% | 3,6% |
| Moderate level of occupational stress | 12,3% | 16,1% | 8,1% | 14,1% |
| High levels of occupational stress | 1,1% | 1% | 9,6% | 18,4% |

CONCLUSION

From the above table, 30.1% of the subjects had a high level of occupational stress, including 1.1% for teachers with up to 5 years of work experience, 1% for those with up to 10 years of work experience, 9.6% for teachers with up to 15 years of work experience, more than 15 years 18.4% of employees with work experience. If we analyze the results, as the work experience increased, the level of propensity for occupational stress in our subjects increased. Because young professionals are full of energy in every way, the high level of occupational stress in the first 10 years was not much. This is because in the period up to 5 years, the educator tries to adapt to the team and intensively master the tasks assigned to him to get his place. In the period from 5 to 10 years, they now have a place in the team, able to cope with any situation with pedagogical creativity. Therefore, they are less susceptible to occupational stress. Our next group of test takers, most of our teachers who have been teaching for more than 15 years, have high levels of professional stress. This is characterized by rigidity in thinking, social stereotypes, low levels of employment, high levels of anxiety, emotional stress, fatigue, high levels of emotional instability, and the intensity of retirement anxiety, given that most of our test takers have 25-30 years of work experience.

A moderate level of occupational stress was found in 50.6% and a low level in 19.3% of subjects. Without going into details, we will briefly comment on this situation: these indicators have a place in the pedagogical team and a strong desire to constructively solve tasks, pedagogical problems and cooperation in interpersonal relationships, which is the pedagogical team, empathy, erudition, based on the characteristics of creativity, the correct analysis will try to adapt to the situation, not to succumb to professional stress.

Our educators with high levels of occupational stress formed our experimental group, and we conducted psychocorrectional work with them. In doing so, the author explores relaxation (to balance physiological reactions), cognitive (to change thinking about a problem situation), gestalt (to form self-management and health control skills), and sanogenic thinking (to form a reflexive attitude toward one's own health) to create our psychocorrection program. we used the methodological principles of therapies aimed at shaping [6; 9]. At the same time, formative training in the experimental group was carried out for 2 months. In shaping resilience to occupational stress in educators, we focused on: **Balancing physiological reactions:** Physiological responses in educators were stabilized through autotraining or relaxation exercises. **behavior correction:** in this we focused on the formation of aggressive reactions in our educators who are experiencing stress, reducing conflict in interpersonal relationships, the

ability to control their behavior and the correct allocation of time. **psychocorrection of the cognitive sphere:** attention was paid to the development of concentration in teachers, the ability to make rational decisions, the ability to adequately understand the situation, the development of social perception and cognitive reflection, professional competence. **psychocorrection of the emotional sphere:** in this we used exercises aimed at reducing emotional agitation, resentment and anger, anxiety, dissatisfaction, loneliness, guilt in educators.

In order to overcome professional stress and build resilience to stress in teachers, we have developed the following features in our experimental group of teachers: adequate self-assessment, accurate assessment of their capabilities, analytical thinking, reflexive attitude to psychosocial health, tolerance in interpersonal relationships, adherence to a rational agenda, emotional intelligence, social intelligence, a sense of striving for conformity, adequate assessment of the situation, social perception, self-management of emotions.

After the formative program was conducted among teachers, they were re-diagnosed with the level of professional stress of teachers on the scale "Determining the level of occupational stress" developed by D. Fontan. Differences between detection and control experiments were analyzed. Comparative indicators of the results obtained from detection and control experiments are given in the following table:

Table 2: Statistical discrepancy between the results of diagnostic and control experiments with educators (by Student criteria)

| Psychological variables | Work experience | M ₁ | M ₂ | t statistical difference indicator |
|--|--------------------|----------------|----------------|------------------------------------|
| Results of the experimental group (teachers with high levels of professional stress) | Up to 5 years | 19,1 | 15,4 | 2,97** |
| | Up to 10 years | 18,7 | 14,8 | 3,03** |
| | Up to 15 years | 22,1 | 18,1 | 3,14** |
| | More than 15 years | 18,6 | 18,2 | 0,2 |

Note: * $p \leq 0.05$; ** $p \leq 0.01$.

According to the results obtained, in our teachers with work experience up to 5 years ($t = 2.97$; $p \leq 0.01$), in those with work experience up to 10 years ($t = 3.03$; $p \leq 0.01$), up to 15 years ($t = 3.14$; $p \leq 0.01$) significant statistical differences were identified. Through psychocorrectional programs, teachers' attitudes towards conflict situations change, cognitive coping with stressful situations, increased awareness of reality and self-optimism, self-reflexive attitude, increased tendency to self-improvement, assertive behavior, tolerance in interpersonal relationships and cooperation, We can see that the desire to maintain a constructive state of "I", to express their emotions reflexively, to form an adequate attitude to the issue of following the agenda for a healthy lifestyle.

No significant statistical difference was observed in the subjects of our experimental group with more than 15 years of pedagogical experience. The main reason for this is the rigidity of

thinking in our educators, the problems in changing their position, views, the reluctance of educators to change their style depending on their life experience. In order to form resilience to occupational stress in this category of subjects, we consider it expedient to carry out systematic psychocorrective, psychoprophylactic measures in the future.

Based on the above information, it is possible to draw conclusions:

1. Pedagogical activity is always surrounded by stressogenic factors, as it is a "comprehensively active" profession that requires both intellectual, social and physical activity. It was found that the level of susceptibility to occupational stress in educators depends on work experience. According to him, those with high levels of occupational stress were teachers with up to 15 years and more than 15 years of work experience, and those with low levels of occupational stress were teachers with 5 and 10 years of work experience.

2. The use of sanogenic thinking, gestalt therapy, relaxation, cognitive therapy is effective in the formation of stress resistance in the individual.

3. After the use of psychocorrective program, it was found that the level of professional stress in teachers decreased, their self-esteem, adequate assessment of stressful situations, the ability to reflexively manage their emotions, the tendency to strive for constructive relationships in conflict situations.

RECOMMENDATIONS

Based on the above considerations, in order to prevent occupational stress, our educators should follow the following recommendations throughout the day:

- follow the agenda and control the flow of information;
- use relaxation exercises once a day;
- After a day of mental work, get rid of fatigue in the body with exercise;
- They should take advantage of the family's relaxation and felicitological functions and receive laughter therapy at the end of the day.

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