

THE IMPACT OF PROFESSIONAL DEFORMATION ON THE TEACHER'S PERSONALITY

Bahromov A.A.

Gulistan State Pedagogical Institute

2nd year master's student

Annotation: This article explores the specific nature of teaching as a profession, the concept of professional deformation, and its psychological, communicative, and developmental impact on teachers. It analyzes the main causes, manifestations, and consequences of professional deformation. Additionally, the article suggests effective measures for preventing and mitigating this issue. Emphasis is placed on the importance of maintaining teachers' mental stability and supporting their professional capacity.

Key words: professional deformation, teacher personality, occupational stress, burnout syndrome, emotional exhaustion, pedagogical communication, psychological well-being, professional development, resistance to innovation, teacher motivation, work environment in education, reflective practice, support systems for teachers, educational leadership, teacher-student relationship

Professional activity has a certain impact on the personality and psyche of any person. However, the pedagogical profession differs from other professions with its own psychological and social characteristics. The teaching profession is characterized by constant communication, emotional stress, solving problem situations and high social responsibility. Therefore, long-term work in this profession causes significant changes in the person's inner world, behavior and attitude to the profession. These changes are usually explained by the concept of "professional deformation".

Professional deformation is the process by which habits, thinking and attitude patterns acquired during the teacher's professional activity begin to negatively affect his personal development over time. That is, initially effective behaviors and approaches become automated after a certain time and limit personal flexibility. This leads the teacher to constant repetitive actions, closed thinking and emotional coldness.

Professional deformation affects the personality of the teacher to various degrees and in various forms. First of all, this condition is manifested in the psychological state of the teacher. The teacher often begins to feel symptoms such as fatigue, boredom, indifference to his profession, and nervousness. Such changes are often accompanied by emotional exhaustion. The teacher becomes dissatisfied with his work, becomes indifferent to the needs of students, or develops an excessively formal attitude.

In addition, deformation also negatively affects the teacher's communicative abilities. A teacher who was initially sincere, understanding, and socially active becomes dry, commanding, cold, or overly demanding over time. Impatience with students, disregard for their opinions, and

stereotypical approaches to communication appear. This destroys the trusting relationship between the student and the teacher.

Another negative aspect of professional deformation is resistance to innovations. A teacher who has worked in the same style for many years becomes uninterested in new methods, technologies or approaches. This slows down professional development and reduces the quality of education provided to students.

Many teachers also experience social aspects of deformation. In particular, they feel that they are not fully appreciated in society, they do not see the fruits of their labor, which increases feelings of depression and dissatisfaction. As a result, the teacher begins to lose his professional motivation, does not see a purpose in working.

To eliminate such situations, it is important to identify professional deformation early, develop ways to prevent it and treat it. The most effective measures are:

Professional reflection - a teacher's constant analysis of his own activities and changes;

Psychological training and counseling - stress management, maintaining emotional balance;

Professional support system - exchange of experience, teamwork;

Creating a motivational environment - encouragement, recognition, appreciation of professional achievements;

Continuous training and application of innovations - formation of openness to innovation.

Improving working conditions;

The role of leadership;

Professional reflection (self-analysis). Reflection is a process of systematic analysis of a teacher's own activities, decisions, and emotional state, which helps the teacher to understand his or her own strengths and weaknesses, teaches to learn from mistakes, and forms openness to change. In such cases, trainings on keeping reflective diaries and analyzing activities at the end of the year can be organized for teachers.

The next is psychological support and emotional recovery, as professional deformation often occurs as a result of stress, emotional exhaustion, and depressive states. Therefore, psychological trainings, seminars, and psychotherapy sessions should be conducted, advice should be given on stress management and restoring emotional balance, and the use of techniques such as mindfulness, meditation, and yoga is useful. In this process, a psychologist or consultant should work in each school.

The next stage in eliminating professional deformation is the system of professional support for teachers. The situation of working alone increases deformation. Collective support paves the way for professional renewal through the exchange of experience, helps young teachers through mentoring, increases the feeling of mutual advice and solidarity.

Creating a motivational environment can be one of the important factors so that a teacher does not lose his professional enthusiasm: The teacher's work should always be recognized, his achievements should be encouraged, and conditions for freedom and creativity in professional activities should be created. That is, competitions for the best teacher of the year, innovative educators, and awards should be introduced.

Continuous professional development and openness to innovations, new knowledge and skills are the most powerful weapons against deformation. Teachers should learn new pedagogical technologies, methodologies, IT tools, update knowledge through courses, webinars, seminars, and use student-centered, interactive approaches. It is recommended to strengthen the obligation to take professional development courses at least once every 2 years.

Improving working conditions The professional well-being of a teacher is directly related to his or her working environment. It is necessary to reduce excessive paperwork and bureaucratic pressure, create a healthy psychological environment, and expand opportunities for rest and recovery. It is recommended to reduce the workload through simplified reporting and digital systems, and organize rest sanatoriums for teachers.

School management should monitor the psychological state of teachers, take assistance measures if necessary, and demonstrate an encouraging and supportive approach to help teachers overcome deformation. In this regard, it is recommended to conduct quarterly surveys to study the professional and psychological state of teachers. Also, monitoring the state of teachers by the management, directing them to psycho-psychological recovery, easing working conditions, reducing excessive paperwork and bureaucratic pressure can be an effective tool.

In general, professional deformation may be inevitable in the work of every teacher, but it can be mitigated or prevented through the right approach, systematic approach and constant support. For this, the teacher himself, his team, management and the entire education system must work together.

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