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Annotatsiya: Ushbu maqolada ta'lim jarayonida yuzaga keluvchi ekzistensial inqiroz holati, uning shaxsda namoyon bo'luvchi ko'rinishlari hamda aynan shu muammoni yengishda qo'llab – quvvatlovchi kasbiy muhitning o'rni va ahamiyati tahlil qilinadi. Maqsad – pedagoglarda ruhiy tushkunlikni oldini olishda ta'lim muassasasining ijtimoiy –psixologik sharoitlari qanday rol o'ynashini yoritib berishdan iboratdir.

Kalit so'zlar: Ekzistensial inqiroz, kasbiy befarqlik, “reflektiv guruh suhbatlari”, ishonchsizlik, ijtimoiy qadrsizlik hissi, motivatsiya pasayishi, ma'naviy inqiroz.

**ПСИХОЛОГИЧЕСКИЕ МЕТОДЫ И ПРАКТИЧЕСКОЕ ЗНАЧЕНИЕ
ПРЕОДОЛЕНИЯ ЭКЗИСТЕНЦИАЛЬНОГО КРИЗИСА В ОБРАЗОВАТЕЛЬНОМ
ПРОЦЕССЕ**

Аннотация: В данной статье анализируется состояние экзистенциального кризиса, возникающего в образовательном процессе, его проявления у личности, а также роль и значение поддерживающей профессиональной среды в преодолении данной проблемы. Цель исследования состоит в том, чтобы раскрыть, какую роль социально-психологические условия образовательного учреждения играют в профилактике эмоционального выгорания и психологической подавленности у педагогов.

Ключевые слова: экзистенциальный кризис, профессиональная апатия, «рефлексивные групповые обсуждения», недоверие, чувство социальной недооценённости, снижение мотивации, духовный кризис.

**PSYCHOLOGICAL METHODS AND PRACTICAL SIGNIFICANCE OF
OVERCOMING EXISTENTIAL CRISIS IN THE EDUCATIONAL PROCESS**

Abstract: This article analyzes the state of existential crisis that may arise within the educational process, its manifestations in the individual, and the role and significance of a supportive professional environment in overcoming this issue. The purpose of the study is to explain how the socio-psychological conditions of an educational institution contribute to preventing emotional burnout and psychological distress among educators.

Keywords: existential crisis, professional indifference, reflective group discussions, distrust, sense of social undervaluation, decreased motivation, spiritual crisis.

Modern pedagogical activity is not limited to providing knowledge; it also performs the task of shaping a person as an individual and having a positive impact on their inner world. Therefore, today's requirements demand that teachers themselves be spiritually strong and psychologically stable. Unfortunately, in recent years, symptoms such as internal emotional exhaustion, loss of meaning in life, and emotional indifference have been increasingly observed among teachers. In scientific literature, this condition is referred to as an existential crisis.

An existential crisis is defined as deep psychological and philosophical contradictions in a person's search for the meaning, purpose, and self-understanding of life. In the context of pedagogical activity, an existential crisis may manifest in teachers' or students' loss of meaning in their professional or personal lives, decreased motivation, or lack of self-confidence. Creating a supportive environment plays a crucial role in overcoming such crises, as it helps maintain psychological stability, promotes self-awareness, and expands opportunities for personal growth.

The term "existential crisis" was widely introduced in the 20th century by Viktor Frankl. According to him, when a person fails to find meaning in life, they fall into psychological despair, which negatively affects all aspects of their activity. Rollo May explained existential problems as an inner struggle in accepting one's own existence. In pedagogical practice, this crisis manifests itself in the following forms:

1. Lack of spiritual satisfaction from one's work;
2. Professional indifference or emotional burnout syndrome;
3. A sense of social undervaluation;
4. Inability to envision one's place in the future.

In such circumstances, a teacher's motivation decreases, and they may lose their professional identity. Therefore, identifying this problem in a timely manner and creating necessary conditions is essential. A supportive environment is a space where teachers feel spiritually, psychologically, and socially strong, as well as free, valued, and important.

Worldwide, there are numerous practical approaches to protecting teachers from psychological crises. For example, in Finland, every school has psychological support groups; in Japan, "reflective group discussions" are held after lessons; in Uzbekistan, some educational institutions organize motivational training for teachers. More than 45% of teachers around the world seek meaning and psychological satisfaction in their work. In educational institutions with a psychologically healthy environment, teacher turnover is 35% lower.

Strategies for creating a supportive environment:

1. Ensuring psychological safety: A supportive environment allows teachers and students to express their thoughts freely, not be afraid of mistakes, and explore new opportunities. This reduces the negative impact of existential crises.
2. Strengthening social connections: Positive relationships, cooperation, and mutual support between teachers and students help individuals avoid feeling lonely during crises.
3. Developing open communication: Creating a respectful and open communication culture. For example, teachers can support students by listening to their personal concerns and giving advice.
4. Using flexible teaching methods: Adapting to students' individual needs through diverse teaching strategies and flexible grouping.
5. Providing psychological assistance: Organizing counseling services and psychological support for teachers and students, especially in situations involving trauma or stress.
6. Using innovative technologies: Making the learning process engaging and meaningful through digital tools and online platforms, which increases motivation.
7. Developing cultural and global competencies: Fostering global citizenship education to shape students' sense of responsibility and worldview.

In conclusion, an existential crisis is a common but often overlooked issue among teachers. Such a crisis affects not only personal well-being but also the quality of education and the development of students. Creating a supportive environment that strengthens teachers both psychologically and professionally is essential for overcoming this issue. Practical measures,

innovative approaches, and a humanistic attitude serve as key factors for sustainable development in the teaching profession.

Creating a supportive environment to overcome existential crises in pedagogical activity plays a vital role in ensuring psychological well-being, increasing motivation, and helping individuals find meaning. Such an environment can be formed through open communication, flexible teaching methods, psychological assistance, and innovative technologies. The references listed above serve as important sources for understanding the theoretical foundations of this process.

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