

# THE IMPACT OF THE PROFESSIONAL DEGRADATION PROCESS AMONG PROFESSOR- TEACHERS WORKING AT THE UNIVERSITY ON THE EFFICIENCY OF STUDENTS' ACADEMIC ACTIVITY

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## **Abstract**

This article focuses on the mechanisms of pedagogues' activity and interest in their profession fading away, and at the same time, it is pointed out how to help people in this situation. Empirical study of the socio-psychological features of the process of professional burnout and practical recommendations on the prevention of professional burnout have been developed.

Factors affecting the formation of the process of professional fading in teachers, the deepening of communication with the client, self-evaluation, relations in the institution where he works, neuroticism (anxiety), attitude towards the object of work, social factors such as extroversion – psychological factors are determined on the basis of empirical research, and information is given about cases of professional burnout among teachers.

According to the manifestation of professional burnout by age, length of service, resistance (contradiction), “tension level”, “feeling of fatigue”, “inadequacy of emotional reaction”, “reduced feeling of fulfilling professional obligations” (reduction), features of “anxiety and depression”; conclusions based on gender psychological characteristics, such as men's ability to absorb reality, inability to pass stressors as quickly as women, man's sense of duty and responsibility as family breadwinner and provider.

**Keywords:** Professional burnout, emotional burnout, professional stress, professional identity, professional self, professional competence, professional cooperation, professional competence.

## Introduction

# UNIVERSITETDA FAOLIYAT YURITAYOTGAN PROFESSOR- O‘QITUVCHILARIDAGI KASBIY SO‘NISH JARAYONINING TALABALARDAGI O‘QUV FAOLIYATI SAMARADORLIGIGA TA‘SIRI

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## Annotatsiya

Mazkur maqolada pedagoglarning kasblariga nisbatan faolligi va qiziqishini so‘nishi mexanizmlariga e‘tibor qaratilgan, shu bilan birga mazkur xolatdagi shaxslarga qanday yordam berish yo‘llariga to‘xtalib o‘tilgan. Pedagoglarda kasbiy so‘nish jarayonining ijtimoiy-psixologik xususiyatlarini 61mpiric jihatdan o‘rganish hamda kasbiy so‘nish profilaktikasi bo‘yicha amaliy tavsiyalar ishlab chiqilgan.

Pedagoglarda kasbiy so‘nish jarayonining shakllanishiga ta‘sir etuvchi omillar, mijoz bilan aloqaning chuqurlashuvi, o‘z-o‘zini baholash, o‘zi faoliyat olib borayotgan muassasadagi munosabatlar, nevrotizm (tashvishlanish), mehnat obyektiga nisbatan bo‘lgan munosabat, ekstroversiya kabi ijtimoiy-psixologik omillar 61mpiric tadqiqotlar asosida aniqlangan o‘qituvchilarda kasbiy so‘nish kuzatilish holatlari haqida ma‘lumotlar berilgan.

Kasbiy so‘nishning yosh, ish staji bo‘yicha namoyon bo‘lishiga ko‘ra, rezistensiya (qarama-qarshilik), «tanglik darajasi», «charchoq hissi», «hissiy reaksiyaning noadekvatligi», «kasbiy majburiyatlarni bajarish hissining kamayishi» (reduksiya), «tashvishlanish va depressiya» xususiyatlari; erkaklarning voqelikni ichiga yutish, stressogen ta‘sirlarni ayollar singari tezda o‘tkazib yubora olmaslik, erkakning oila boquvchisi, ta‘minotchisi sifatidagi burch va mas‘uliyatini his qilishi kabi gender psixologik xususiyatlari asoslangan xulosalarga yo‘nalgan.

**Tayanch iboralar :** Kasbiy rivojlanish, kasbiy so‘nish, psixologik jarayonlar, munosabatlar psixologiyasi.

## **Аннотация**

В данной статье рассматриваются механизмы угасания активности педагогов и интереса к своей профессии, и в то же время указывается, как помочь людям в этой ситуации. Разработаны эмпирическое исследование социально-психологических особенностей процесса профессионального выгорания и практические рекомендации по профилактике профессионального выгорания.

Факторы, влияющие на формирование процесса профессионального угасания педагогов, углубление общения с клиентом, самооценка, отношения в учреждении, где он работает, невротизм (тревожность), отношение к объекту работы, социальные факторы, такие как экстраверсия. – на основе эмпирических исследований определены психологические факторы и приведены сведения о случаях профессионального выгорания среди учителей.

По проявлению профессионального выгорания по возрасту, стажу работы, резистентности (противоречивости), «уровню напряженности», «чувству усталости», «неадекватности эмоционального реагирования», «сниженному чувству выполнения профессиональных обязательств» (снижению), особенностям о «тревоге и депрессии»; выводы, основанные на гендерно-психологических характеристиках, таких как способность мужчин воспринимать реальность, неспособность преодолевать стрессоры так же быстро, как женщины, чувство долга и ответственности мужчины как кормильца и кормильца семьи.

**Ключевые слова:** профессиональное выгорание, эмоциональное выгорание, профессиональный стресс, профессиональная идентичность, профессиональное Я, профессиональная компетентность, профессиональное сотрудничество, профессиональная компетентность.

## **INTRODUCTION**

Scientific research conducted in global educational and academic centers has shown that the problem of psychological fatigue associated with professional activity is most commonly observed among representatives of “helping” professions, among whom teachers occupy a special place. Accordingly, the general psychological characteristics of teachers’ professional activity—such as



a high level of reflection, interpersonal communication as the main “instrument” of influence, and a high degree of self-regulation—are considered among the factors leading to professional burnout and the development of mental fatigue. However, it should be emphasized that, to date, the genesis and causes of psychological exhaustion among teachers in the context of professional success have not been sufficiently studied. This gap determines both the relevance and the purpose of the present research.

## **MATERIALS**

At present, special attention is being paid to the modernization of education in Uzbekistan, the main goal of which is to improve the quality of teaching and learning. One of the most effective solutions to this problem is the active implementation of innovative technologies in the pedagogical process. Under these ongoing changes, not only high professional competence (knowledge, skills, and qualifications) but also the level of personal self-development and psychological stability of teachers are subject to increasing demands.

Based on this, in recent years, significant measures have been undertaken in Uzbekistan to ensure the psychological well-being of teachers and academic staff working in various educational institutions. These measures include the training of specialists in occupational psychology, the creation of favorable conditions for teachers’ professional development, and the improvement of material and technical resources in the education sector.

In particular, the priority task has been defined as “educating physically healthy, mentally and intellectually developed, independent-minded youth who are loyal to the Motherland and possess a firm life position.” The ultimate goal of these reforms in the field of education and upbringing is the formation of a well-rounded individual. As the President of the Republic of Uzbekistan Sh.M. Mirziyoyev stated, “We see that the reforms aimed at transforming society begin with the education system. The foundation of education and upbringing is the school, and the power that makes the school truly a school is the teacher.”

This statement highlights that, along with the great responsibility entrusted to the teaching profession, it is also essential to preserve the psychosocial health of teachers and professors, to create a healthy socio-psychological environment in pedagogical collectives, to prevent professional burnout, and to strengthen teachers’ resilience to stress through various psychological mechanisms.

## **METHODS**

Observations show that interest in the problem of professional burnout in psychology has emerged relatively recently. Since the last decade of the 20th century, the introduction of market relations into society and the intensification of human labor have created the need to study this issue scientifically.

By the late 1990s, the phenomenon of emotional exhaustion had begun to be studied in applied psychology under the term “emotional burnout syndrome.” In particular, research into the professional activities of teachers, psychologists, doctors, and social workers revealed that all representatives of these “helping” professions face similar stress factors that increase the risk of psychological burnout.

The social-psychological aspects of professional burnout among teachers have been explored in various Uzbek studies. D. Qarshiyeva, in her research “The Influence of Psychological Determinants on the Manifestation of Professional Stress in the Teacher’s Personality,” analyzed the psychological factors that affect the emergence of stress and their impact on the process of professional burnout. Similarly, M. Kaplanova, in her dissertation “Psychological Characteristics of the Personality of the Uzbek School Teacher,” examined the influence of ethnopsychological and social factors on the formation of professional qualities among Uzbek teachers.

Sh. G. Saparov, in his research devoted to the study of teachers’ personal and professional characteristics, emphasized that their formation and development occur within the context of professional activity. The level and quality of these manifestations are closely related to the teacher’s age and work experience. Moreover, the author identified additional factors influencing professional development, such as gender differences and the motivational basis of professional activity.

## **RESULTS**

According to the findings, the tendency toward a high need for achievement is mainly observed among teachers aged 30–35 with up to ten years of work experience. As professional activity stabilizes, this need gradually equalizes across experience levels. The intellectual intensity required in teaching, as emphasized by N.V. Kuzmina, Yu.L. Lvova, N.B. Moskvina, A.S. Slastenin, V.E. Orel, and A.A. Rukavishnikov, is directly connected with three interrelated

components: pedagogical activity, pedagogical communication, and the personality traits of the teacher.

Researchers such as E. Edelwich and A. Brodsky consider burnout as a process of growing hopelessness. Through the study of professional burnout, it has been described as a loss of idealism and energy, when ideal expectations no longer match reality, leading a person to fail to achieve desired outcomes.

Several other models have also been proposed to explain this phenomenon, including the A. Pines–Aronson model, which interprets emotional burnout as a special state of cognitive, physical, and emotional fatigue resulting from prolonged exposure to emotionally charged situations.

The following recommendations can be addressed both to teachers who are not yet experiencing professional burnout and to those in its early stages: . – Maintain a positive and optimistic attitude toward life;. – Lead a balanced lifestyle;. – Take care of yourself and learn to listen to your body;. – Pay attention to your inner voice;. – Practice self-care by ensuring healthy routines and fulfilling communication needs;. – Get adequate sleep;. – Appreciate and value yourself;. – Choose work that matches your abilities;. – Avoid seeking happiness or salvation solely through work;. – Stop living through others and instead focus on your own life;. – Find time for yourself and pursue engaging hobbies or courses;. – Introduce new experiences into your life periodically;. – Learn to detach from work-related stress;. – Approach daily events with mindfulness;. – Reflect before helping others—ask whether they truly need your help or can handle the situation themselves;. – Learn to live with humor;. – Do things independently whenever possible;. – Cope with failure without compromising your health;. – Avoid unnecessary competition.

Based on the research titled “Socio-Psychological Characteristics of the Professional Burnout Process among Teachers,” the following conclusions were developed.

## **DISCUSSION**

1. According to many researchers, psychological burnout is most characteristic of professions within the “person-to-person” sphere—occupations that require constant, intensive interpersonal interaction and emotional involvement. These include doctors, clergy, teachers, lawyers, social workers, psychologists, psychotherapists, and others. Employees in such professions must possess strong



communication skills, empathy (the ability to enter another person's inner world through shared experiences), acceptance of others' individuality and initiatives, as well as qualities such as humanity and compassion.

2. It should be noted that the authors of various studies on professional burnout often express differing views on its nature. In some works, burnout is interpreted as a form of professional deformation that negatively affects a teacher's performance, while in others it is viewed as a psychological defense mechanism that helps regulate mental balance and protect the psyche from emotional overload. Based on our research findings, professional burnout syndrome can be defined as a combination of disturbances in mental, somatic, and social functioning, with the presence of specific symptoms determining the type and level of fatigue.

3. Emotional exhaustion among teachers is primarily determined by individual and personal traits. First, it is linked to inconsistencies in the teacher's value-motivational sphere—specifically, the inability to realize core values, personal meanings, or preferred patterns of behavior within their professional activity. Second, a high level of neuroticism as a psychodynamic feature—manifested in emotional instability—acts as a systemic factor influencing emotional fatigue. Among these are: poor control over emotional states, underdeveloped skills in modeling conditions important for goal achievement, limited self-regulation flexibility, and difficulties in planning actions.

4. Teachers with 21 to 30 years of experience are found to be more prone to emotional exhaustion syndrome. Meanwhile, those with more than 30 years of experience show the lowest susceptibility, suggesting that long-term teaching experience contributes to adaptive stability. Therefore, the hypothesis that emotional exhaustion develops solely as a result of prolonged professional activity was not confirmed.

5. The empirical results obtained through the socio-psychological questionnaire "Socio-Psychological Factors of Professional Burnout among Teachers" indicate that poor interpersonal relationships and lack of cooperation within the teaching staff can accelerate the burnout process.

6. The same study revealed that factors such as "insufficient salary," "low social prestige of the teaching profession," "injustice in team activities," and "unhealthy psychological climate in the workplace" significantly contribute to teachers' professional burnout.

7. Analysis of emotional exhaustion levels by work experience showed that resistance (counteraction) was most pronounced among teachers with up to five years of experience, followed by those with 6–15 years of service. Feelings of tension were also highest among teachers with up to five years of experience, while fatigue was strongest among teachers with 16–30 years of experience.

## **CONCLUSION**

An analysis of professional stress levels by gender characteristics revealed that male teachers in Tashkent exhibited higher indicators compared to their female counterparts. This suggests that, overall, the levels of psychological burnout and professional stress are somewhat higher among men than among women. This difference can be explained by gender-specific psychological traits: men tend to internalize reality more deeply, experience stressors less flexibly than women, and carry the social and emotional burden of being the family's provider and protector. These factors, combined with individual-psychological characteristics, make men more vulnerable to emotional exhaustion.

Among university professors, the uneven nature of emotional fatigue under conditions of professional success is expressed through the sequence of stages that define burnout development. This process is characterized by both general and specific features. The study found that the progression of mental exhaustion among higher education teachers depends on the duration of their professional experience.

Teachers with up to five years of experience display the most vivid expressions of emotional fatigue, anxiety and depression, and resistance (counteraction). This pattern indicates that emotional burnout in higher education evolves not only from prolonged work but also from the adaptation challenges faced in the early years of one's teaching career.

Thus, the study confirms that psychological burnout among teachers is a multidimensional phenomenon that depends on individual, social, and organizational factors. Preventive psychological support, improvement of working conditions, recognition of teachers' social status, and the development of stress-resilience training programs are essential for maintaining their professional well-being and ensuring the quality and stability of the educational process.

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