

SOCIAL-PSYCHOLOGICAL FACTORS OF THE INFLUENCE OF TEACHERS' PSYCHOLOGICAL HEALTH ON THE EDUCATIONAL PROCESS

M. Khakimova

Magistr Fergana State University

Abstract

This article discusses the social-psychological factors influencing the impact of teachers' psychological health on the educational process. It presents the idea that a teacher's professional activity is closely connected to their mental well-being.

Keywords: Teacher, profession, mental health, consciousness, fatigue, education, factors, norms, efficiency, activity.

Introduction

The effectiveness of a teacher's professional activity depends on many factors, primarily the teacher themselves. At the current stage of educational development, merely fulfilling externally imposed standards and obligations is not sufficient. The modern education system places serious demands on all aspects of pedagogical activity: knowledge, pedagogical skills, methods, and, of course, the teacher's health. Regardless of negative external influences, the teacher must strive to fulfill their responsibilities successfully, maintain self-control, and serve as a role model for students from a personal standpoint. However, when intense emotional processes occur internally, suppressing feelings externally does not lead to calmness—instead, it increases emotional stress and negatively affects health.

Traces of a teacher's emotional stress can manifest in negative attitudes towards work, constant fatigue, indifference, reduced work performance, and dissatisfaction with professional activity. In many ways, the teacher's professional and personal potential and success can be revealed through their psychological health. The psychological well-being of teachers is a strategic issue and a fundamental basis for the effective operation of educational institutions.

It is advisable to develop an action plan to improve psychological health, focusing on increasing psychological awareness and regularly enriching teachers with

health-improving technologies. This includes organizing professional development courses led by psychological-methodological services, conducting masterclasses on various topics, and holding theoretical and practical seminars. The absence of such measures has contributed to the deterioration of teachers' psychological well-being, a decline in the effectiveness of education and upbringing, increased conflicts with students and colleagues, and the emergence and reinforcement of negative character traits and diminished professional qualities.

Therefore, understanding the principles of maintaining and strengthening psychological health in pedagogical activity, managing one's negative emotions and conditions, and mastering mental self-regulation techniques are vital components of teacher success in educational institutions. One of the important indicators of psychological health is the nature and dynamics of the main processes that determine a person's mental life, especially how their characteristics change across different age stages.

Thus, preserving and strengthening teachers' professional health is a top priority. Everything mentioned above indicates the need for psychological support and assistance for teachers, who are considered a professional group with low psychological and physical health indicators. A key direction in addressing this issue is raising awareness among teachers to perceive their professional health as a vital personal value. Another important direction is to change each teacher's attitude toward the issue and promote a proactive stance toward their health—aiming to increase stress resilience, self-esteem, self-acceptance, and reduce anxiety, self-aggression, and self-destructiveness.

All of this demonstrates that one of the most crucial aspects of modern educational reform is introducing psychological culture into the work of teachers in educational institutions. While we care about the health of the younger generation, teachers often forget about their own health. Yet, throughout human history, health has always been one of humanity's greatest aspirations and an absolute value. "Stay healthy!" is a common wish exchanged among people. Indeed, health has always been more valuable than any material wealth—and always will be.

There are currently around 40 primary definitions of health. One of the best is by American physician H. Sigerist, who defines a healthy person as someone who is well developed and well adapted to their physical and social environment. Health

is not merely the absence of disease—it is a positive, joyful readiness to fulfill the duties imposed by life.

A modern teacher's existence unfolds against the backdrop of their country's life and includes the same problems faced by other citizens. However, their professional life has unique features: First, teaching is a profession that undermines health. Second, we are witnessing a crisis in the teaching profession. Teachers, like teaching itself, are “aging,” as fewer young people choose to enter the field. The implications of a lack of youth in education can be analyzed. After about 12 years of service, attitudes toward the profession become less critical. After this period, professionals often stop reflecting on their work with interest. Yet it is also during this 12-year period that the most valuable experience is accumulated and individuals reach the peak of their professional abilities.

This is particularly harmful for the teacher, as it may trigger psychosomatic illnesses and exacerbate chronic conditions. Special research dedicated to this issue—such as that of R. M. Khusainov in 2006—identified a connection between a teacher's psychological health, age, and experience. “Age and experience are crucial factors primarily influencing the psychological, social, and physical levels of health at the beginning of a teaching career. With the start of work, professional self-esteem decreases, anxiety levels increase, and traits like seriousness and practicality become more pronounced. Over time, neuroticism, guilt, and tension increase, and the significance of physical well-being grows.” Teachers with less than 7 years or between 16 to 24 years of work experience were found to be the most vulnerable in terms of psychological health and in need of psychological support.

Challenges in mastering the profession and developing professional skills contribute to both physical and mental health deterioration. The consequences of difficulties in professional adaptation vary, but they all harm the teacher, children, or the state. A. A. Rean's studies confirmed a commonly observed phenomenon in pedagogical practice: “The more difficulties a teacher experiences in their work, the more irresponsible and less engaged the students they teach appear to be.” Overload in pedagogical activity is common, but full recovery is necessary afterward. How to achieve this in modern conditions? How to maintain or restore one's health?

Let's be honest—no one but the teachers themselves can solve these problems. Not even doctors can force them to exercise in the morning, eat right, or follow a daily routine. Unfortunately, teachers often do not want to do anything for themselves. The standard response is: "I'm too tired from work." Of course, after a long day at work, it feels like there is no energy left for anything. But think—if we're tired now, what will it be like in six months, one year, five years?

Main Causes of Teacher Illnesses

In terms of frequency of health issues and the severity of ongoing illnesses, the teaching profession can be considered a "risk group." The main cause of illness among teachers is professional emotional stress. This may be associated with insufficient social and material recognition of their work, the specific demands of the profession, strict schedules, the need to master large amounts of professional knowledge, and the burden of interpersonal communication due to the profession's communicative overload.

References:

1. Andreeva A.D., Voxmyanina T.V., Voronova A.P., Chutkina N.I. / Ed. Dubrovina M.V. / Handbook for Practical Psychologists. Mental Health of Children and Adolescents. Moscow, 1995
2. Zakharov A.I. Prevention of Behavioral Deviations in Children. St. Petersburg, 1997
3. Zemska M. Family and Personality, Moscow, Ed. Progress, 1999, 133 p.
4. Maslow A.G. The Farther Reaches of Human Nature. Moscow, 1997
5. Craig G. Developmental Psychology, St. Petersburg, Ed. Piter, 2000, 992 p.
6. Garbuzov V.A., Zakharov A.I., Isaev D.N. Neuroses in Children and Their Treatment. Leningrad, 1977
7. Eyre L., Eyre R. A Good Book on Education. Moscow: FAIR-PRESS, 2005
8. Maksimov M. Not Just Love. Moscow: Znanie, 1992
9. Kazanskaya V.G. Educational Psychology. St. Petersburg: Piter, 2005.