

## APPEARANCES OF PROFESSIONAL DEFORMATION OF A TEACHER AND ITS ESSENCE

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**Abstract:** This article analyzes the psychological and pedagogical essence of professional deformation in teachers, the factors influencing its formation, manifestations, and consequences. It also highlights scientifically grounded methods for the prevention and correction of professional deformation, including stress management, development of emotional intelligence, pedagogical psychohygiene, formation of communicative culture, and the role of mentoring systems. The research findings indicate that teachers' professional well-being directly affects the quality of education and emphasize the importance of early identification of professional deformation.

**Keywords:** professional deformation, pedagogical stress, emotional burnout, depersonalization, communicative deformation, correction, prevention, educational psychology

### INTRODUCTION

In the modern education system, the personality of a teacher occupies a central place. In the educational process, a teacher is not only a provider of knowledge, but also an educator, motivator, psychologist, and consultant. Such multifaceted activity requires a large emotional and spiritual resource. As a result of prolonged professional tension, stress, complex communication with students, overloads, and collective pressure, "professional deformation" is formed in the personality of a teacher. This phenomenon reduces the teacher's labor efficiency, worsens the quality of communication, and negatively affects the educational process. Therefore, studying professional deformation and proposing scientifically based ways to eliminate it is an urgent task.

### THE ESSENCE AND THEORETICAL BASIS OF PROFESSIONAL DEFORMATION

Professional deformation is a stable negative change in a person as a result of prolonged professional activity, which is expressed in such signs as imbalance in personal and social relationships, decreased motivation for activity, dissatisfaction with professional activity. In teachers, this condition is especially manifested by emotional exhaustion, weakening of reflexive abilities, increased authoritarianism, loss of interest in innovative activities. Such negative psychological states reduce the teacher's professional efficiency, negatively affect interpersonal relationships, and create the basis for conflicts in the educational process. Professional deformation, that is, the process of adaptation to work, is a social process based on the interaction between the individual and the work environment. In this process, the individual adapts to the professional and socio-psychological relations of the new work team, assimilates its values, norms, and requirements, and harmonizes his activities with the goals of the organization. At the same time, the individual puts forward his/her own demands on the educational institution based on his/her previously formed personal goals and values. As a result, the individual and the organization adapt to each other, and through interaction, a process of adaptation to effective work occurs.

The individual and the educational institution interact with each other as they fulfill their needs.

They influence each other, adapt to each other, as a result of which the process of labor coordination is carried out. They have a complex structure and consist of the following adaptations:

Professional adaptation is expressed in the acquisition of professional skills and qualifications by a person to a certain extent, the formation of certain professionally necessary qualities in him. It is manifested in familiarization with work in the professional field, the high-quality performance of professional skills, functional tasks, and creativity in the field of labor.

Socio-psychological adaptation is expressed in mastering the socio-psychological characteristics of an educational institution, entering the system of relationships established in it, and establishing positive interaction with its members.

Socio-organizational adaptation refers to the assimilation of the organizational structure of an educational institution, its management system and production process, service system, and work and rest regime.

Cultural and domestic adaptation is the assimilation of the characteristics of life and traditions of leisure in a labor organization. This adaptation is determined by the level of production culture, the general development of organization members, and the characteristics of the use of leisure time outside of work.

Psychophysiological adaptation is the process of employees mastering the conditions necessary for work[1].

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The main manifestations of occupational deformation are as follows. They are:

Emotional fatigue - Emotional fatigue occurs as a result of the teacher working under constant mental stress. In this case, the teacher's strength, internal motivation and professional enthusiasm decrease significantly. As a result, apathy, irritability, impatience and a feeling of constant fatigue appear during the lesson. Emotional fatigue is one of the main factors leading to a decrease in pedagogical efficiency.

Depersonalization - Depersonalization is manifested by an increase in coldness, indifference, and formality towards students and colleagues. The teacher increases the emotional distance in interpersonal relationships, begins to perceive the student not as an individual, but as a source of obligation or problem. This situation leads to a violation of the principles of humanism in the educational process.

The strengthening of the authoritarian style - In the process of professional deformation, commanding, strict control, and excessive demands in pedagogical activity increase. The teacher may be rude in communication and not take into account the opinions of students. As a result, psychological pressure increases in the educational environment, and students' activity and independent thinking weaken.

Pedagogical indifference - Pedagogical indifference is characterized by a decrease in interest in

the educational process, a weakening of professional responsibility. The teacher does not pay enough attention to preparing for lessons, is indifferent to the problems of student development. This situation leads to a decrease in the quality of education and educational impact.

Communicative deformation is characterized by the homogenization of communication, the use of stereotypical expressions, and the increase in ineffective forms of communication. The teacher loses the ability to listen in the process of communication and is limited to mainly one-way information transmission. This leads to a weakening of mutual understanding with students.

Formalization of activity - In this case, the teacher conducts his/her activities without a creative approach, only within the framework of fulfilling established standards and requirements. Innovative methods, new ideas and an individual approach are abandoned. As a result, lessons become meaningless and boring, and the teacher's professional growth stops.

Low personal and professional self-esteem - The deepening of professional deformation increases the teacher's lack of confidence in his own abilities and professional potential. The teacher does not appreciate his work enough, denies his successes and is in a state of constant internal dissatisfaction. This further increases the risk of stress, anxiety and burnout. They greatly harm the teacher's professional effectiveness, communication, motivation and psychological health.

#### LITERATURE ANALYSIS

Many foreign and domestic researchers have conducted scientific research on the problem of professional deformations in pedagogical activity. Studies show that the teaching profession is a highly emotional work, which requires self-control, stress resistance, and constant psychological flexibility. S.G.Hellerstein stated: "In an employee who performs active and reactive actions, mental deformations first occur, and then physical deformations"[2]. Another important source belongs to MM Lebedeva, in the article "Reflection as a method of professional growth of a teacher", the author highlights the impact of the reflection process on professional growth[3]. In her opinion, a reflective approach helps a teacher to understand his internal state, to notice problems arising in his work in time, and to correct them. This idea is also confirmed by one of the Uzbek scientists, NN Kasimova. In his scientific work, he studies the effectiveness of training on burnout syndrome and its psychological prevention in teachers [4].

#### CONCLUSION

Professional deformation of a teacher is one of the most significant psychological problems of the modern education system. Its occurrence occurs as a result of the interaction of personal, organizational and pedagogical factors. Deformation has a direct negative impact on the teacher's work, health, student motivation and the quality of education. Therefore, early diagnosis of professional deformation, development of effective preventive measures and application of complex correction methods are of great importance for improving the professional well-being of a teacher and the effectiveness of education.

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