



PROFESSIONAL DEFORMATION OF TEACHERS: FROM DIAGNOSTIC STRATEGIES TO PREVENTION AND CORRECTION TECHNOLOGIES

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Annotation

This article discusses the new diagnostic results and the basic directions of professional deformation prevention and correction in secondary school teachers.

Keywords: deformation, objective, subjective problems, stereotypes, professional rigidity, dogmatism, crisis.

Pedagogical activity has the characteristics of any activity, and at the same time it is distinguished by a number of features. Pedagogical activity, like other activities, is a system with a specific structure, internal and external changes. Within the framework of pedagogical activity, the specialist faces a number of objective and subjective problems. A.K. Markova points out, objective difficulties include the real complexity of pedagogical situations that are initially independent of the teacher (new class, problem class, undeveloped methodological, didactic tools, etc.). Subjective problems include: - Lack of adequate means of teaching and communication (new teacher); - in difficult situations, the teacher is not ready, does not have enough means of action (for example, the teacher is not ready to work differently with students in classes of different levels of difficulty); - The teacher has many psychological characteristics, he should not use some methods (fear, anxiety, uncertainty, protest, tension, sadness, etc.) in communication and pedagogical activities. In addition, among the specific difficulties of pedagogical activity are the unevenness of working hours, a high level of personal responsibility. There are many "paper" works (work programs, notes, electronic journals, many reports on their activities) that are not related to pedagogical activity, due to insufficient salary. [1.2]

Thus, we see how difficult pedagogical activity is, which leads to the formation of professional deformities of the individual. A number of researchers, A.K.Markova, N.V.Kuzmina, L.M.Mitina, M.Ya.Basov, S.A.Drujilov, E.N.Ivanova, A.K.Osnitsky, E.Yu.Pryajnikova, A.A.Rean and others. Regardless of the type of work performed, the professional activity of every teacher in an educational institution means that it is a profession with a high moral responsibility for the life and health of children, adolescents, the class and the study group. Depending on the profession, teachers in educational institutions have longterm intense interactions with colleagues and





students. The professional activity of a teacher is characterized by high emotional tension. In this regard, professional deformation is inherent in pedagogical activity. [2.200] When studying the parameters of a person's professional deformation, some scientists try to classify the symptoms of the phenomenon under study on psychological grounds, for example: mental processes, perception, assessment of the character state and characteristics of the person. Another group of scientists cites as a criterion the depth of deformation of the individual, the degree of latitude, the degree of stability and the degree of onset of deformation of the individual. Researchers Yu. S. Tyunnikova and M. A. According to Maznichenko, pedagogical phobia and pedagogical mania have features that alter pedagogical activity. They see pedagogical phobia as the fear of pedagogical objects, events, or behaviors that lead to avoidance of situations associated with negative experiences. Pedagogical mania by researchers manifests itself as the teacher's excessive passion for any idea, not paying attention to others. This significantly limits pedagogical activity.

In the works of Yu.V. Seleznevoy, indicators of professional deformations of teachers of preschool educational institutions are presented. According to the author, in addition to the increase in work experience, teachers explain the changes in the severity and level of representation under the influence of professional characteristics, the transition from primary border strategies to mature type, transition to adaptive behavior in conflict situations, increased emphasis on personality traits. [4] Analysis of psychological-pedagogical research of the phenomenon of occupational deformation, according to scientists, allowed to identify a number of features that are specific to teachers and accompany the process of professionalization in pedagogical activity (T. A. Jalagina, E.F.Zeer, A.V.Kozlova, E.I.Rogov, E.E.Simanyuk and others). Classification of deformations in pedagogical activity and their manifestations. Authoritarianism is the centralization of the whole educational process, the implementation of management functions by a single person, mainly the use of "Science and Education" Scientific Journal Volume 1 Issue 3 June 2020 356 www.openscience.uz orders, recommendations, instructions, competent behavior. The decline in selfreflection is the teacher's self-analysis and self-management. Demonstration is the definition of a way of behaving that becomes a means of excessive self-esteem, emotionally colorful behaviors, a desire to please, selfexpression, self-affirmation. Didacticism is the manifestation of stereotypes of thinking, speech, rules of etiquette, spiritual and moral education, as well as outside the educational institution: in the family, in informal circles. Pedagogical dogmatism is a tendency to simplify problems, lack of selfconfidence, disregard for psychological and pedagogical theories, indifference to science, pedagogical innovations, and a





decline in general abilities. Dominance is the pressure of others and self-assurance at the expense of their own students. Pedagogical indifference - emotional instability, pedagogical indifference, regardless of the individual characteristics of students. Conservatism is a stereotypical method of pedagogical influence that gradually becomes a mark. Pedagogical aggression is a hostile attitude towards careless and unsuccessful students, adherence to the method of "punishment" of pedagogy, unconditional obedience to the teacher. Social hypocrisy is a stereotype of moral behavior, the adaptation of life experiences to age. Behavioral transmission is the formation of characteristics of aggressive behaviors and qualities (aggression, fairness, rudeness, emotional instability) that are characteristic of teachers and students. The passivity of an individual in working with information is the end of professional self-education and self-education after improving information skills and increasing their information ability, gathering a certain amount of information and methodological base. Persistent helplessness is a motivation to stimulate personal development, growth, and skill, replacing the solution of one's problems with those around oneself, by regularly demonstrating one's own helplessness. Monologism is a loss of the ability to communicate, characterized by a standard assessment of student statements, filled with fake dialogue speech texts. Formalism is a formal approach to work, creativity, lack of imagination, working on the principle of "do not lag behind". It is also highlighted by a lack of self-esteem and the incompetence of teachers. Thus, deformation in pedagogical activity can be carried out in all areas of professional development. Deformation in the field of personality is manifested in the violation of adaptation, integrity, resulting in non-compliance of the specialist with professional standards. In the field of activity, the teacher loses the ability to apply his skills, knowledge and abilities: the function of self-management is impaired. In the field of professional communication, there is a loss of ability to communicate with others, the scope of communication narrows, conflicts intensify, communicative tolerance decreases. As E. I. Rogov noted, in the professional activity of the teacher, as in all representatives of pedagogical activity, it is possible to distinguish general pedagogical deformations with similar personality changes. When these types of deformities are present, all teachers who differ in the subjects taught, in the educational institutions, in the pedagogical views, in character and temperament, acquire similar skills. E. I. Rogov emphasizes that the specific deformations of pedagogical activity can be determined by the nature of the subject being taught. From the outside, it is enough to determine which subject is being taught by a particular teacher. For example, with external signs we can determine whether we are a teacher of mathematics, physical education or Russian. Typological deformations in





pedagogical activity are the result of combining the individual systems of the teacher and the relevant systems of the functional structure of pedagogical activity into integrated behavioral complexes. Empirically, E.I. Rogov identified the following four typological complexes: 1) communicator (teacher tends to talk too much, be polite, shorten the distance with the interlocutor, as well as to address inexperienced people); 2) organizer (a very active teacher, prone to interfering in the private lives of others and trying to teach everyone how to "live right"); 3) intellectual or enlightened (a teacher who has developed a tendency to philosophy due to a long stay in the profession, who can become a "moralist"); 4) science (a teacher determined by the science in which the person is taught to change). This type of teacher unnaturally uses scientific methods of evaluating behavior and others through the prism of their own knowledge of the subject. This type of occupational abnormality is a special degree called specificity. Deformities occur due to a change in a person's personality. Personality and profession are formed in a psychological harmony, in which the selected professional qualities develop very strongly and become an accent or super quality. These deformations are manifested in excessive responsibility, labor fanaticism, and so on.

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