



THE TECHNOLOGY OF PREVENTION OF PEDAGOGICAL PROFESSIONAL DEFORMATION

Submission Date: February 08, 2022, **Accepted Date:** February 18, 2022,

Published Date: February 28, 2022

Crossref doi: <https://doi.org/10.37547/pedagogics-crjp-03-02-15>

Journal Website:
<https://masterjournals.com/index.php/crjp>

Copyright: Original content from this work may be used under the terms of the creative commons attributes 4.0 licence.

Dilmurod Abdugani ugli Abdusamiev

PhD Student of Namangan State University, Uzbekistan

ABSTRACT

This article provides feedback on the classification of the phenomenon of professional deformation, manifested in pedagogical activity, the analysis of technology for its prevention, modern innovative methods of overcoming professional barriers and problems.

KEYWORDS

Activity, deformation, stress, skill, procedural, structure, mechanism, technology.

INTRODUCTION

Improving the quality of education at a new stage of development of Uzbekistan, developing new mechanisms for forming a positive attitude of teachers to professional activities, increasing their professional and personal achievements, developing the ability to conduct research on continuous self-improvement are urgent issues. Also, ensuring the

adaptation of teachers to the requirements of the modern education system, the development of pedagogical capabilities to overcome the problems of professional deformation that occur in the process of pedagogical activity serves as a basis for ensuring the effectiveness of education. At the same time, it is important to develop pedagogical capabilities to



prevent professional deformations occurring in the activities of teachers of educational institutions.

This research work serves to a certain extent in the implementation of the tasks set out in the documents such as Decree of the President of the Republic of Uzbekistan No. PF-5712 of April 29, 2019, "On approval of the Concept of development of the public education system of the Republic of Uzbekistan until 2030", Resolution of the President of the Republic of Uzbekistan No. PQ-4884 of November 6, 2020 "On additional measures to further improve the education system" Resolution of the President of the Republic of Uzbekistan No. PQ-4963 of January 25, 2021 "On measures to support research activities in the field of public education and the introduction of a system of continuous professional development" and other relevant regulations in this area.

The urgency of the topic requires the improvement of pedagogical capabilities for the effective organization of pedagogical activities of teachers, the development of professional skills of teachers. It is also important to develop and implement technology to prevent professional deformation in the activities of teachers.

The purpose of the article is that in the process of developing technology for the prevention and elimination of professional deformations, it is important to note that teachers need to develop both professional and personal individual characteristics.

A brief analysis of scientific research on the topic.

According to KA Abulkhanova-Slavskaya, professional deformation of human activity is based on two reasons: deformation of activity and deformation of personality. In the first case, the activity is so far removed from the personality that its integrity is compromised. A person who has his own motives

forces to pursue unfamiliar goals and achieves the goal. He loses the ability to predict the outcome of an activity and is unable to control its achievement. The natural structure of the activity is lost in this way, then the need to carry it out, and then the activity itself is disrupted. In the second case, the personality itself is deformed. Professional barriers and problems lead to the loss of positive traits in an individual, as well as the emergence of negative traits.

The scientific essence of the article is that to date, research in pedagogy and psychology has not developed an alternative technology to prevent professional deformations that occur in the activities of teachers. It has also not been studied on the basis of a systematic approach to the various manifestations of professional deformation of teachers, the essence of the factors affecting them has not been fully studied.

The object of the research was indicated that the process of developing technology to prevent professional deformations that occur in the activities of teachers.

Autogenic exercises, experiment, logical analysis, diagnostic methods were used as the methods used in the reasearch.

Research results and practical examples

There are three main stages in the development of technology for the prevention and elimination of professional deformations that occur in the activity of teachers: theoretical, methodological and procedural. These stages form a mutually integrated system.

The theoretical stage is determined by goal setting, defining the subject of technologicalization, distribution of structural elements and determining



the cause of professional deformation in the teacher's activity.

The methodological stage is characterized by the principles of identifying and selecting sources and methods of obtaining information about the professional deformation of the teacher, methods and means of processing and analysis of the obtained data and transforming the conclusions into concrete recommendations.

The procedural stage involves the creation of a set of actions and the solution of problems associated with the organization of practical activities to prevent and eliminate professional deformations.

Thus, it is necessary to determine the essence and content of the technology of prevention and elimination of professional deformation.

Technologies for the prevention and elimination of teacher professional deformation come in two different forms - as a project involving procedures and operations, and as an activity built in accordance with this project. These technologies are diverse, so in the development of them should take into account the algorithm for improving the professional skills of the teacher, which is a system of pedagogical principles of professional activity. The technology should take into account the following:

Requirements for the teacher's professional activity

- the purpose of the technology is to prevent and eliminate professional deformation;
- object - the potential of the teacher;
- a set of data on the achievement of the goal of prevention and elimination of professional deformations.

Functional categories of prevention and elimination technology of professional deformation:

- analysis of the features of pedagogical activity;
- study of individual characteristics of the teacher;
- assessment of individual activity of the teacher;
- formation of professional skills;
- analysis of efficiency of technology.

Since technology is a technique of implementing strategies (tactics), methods, tools, methods of prevention and elimination of professional deformation at different levels of professional development, it is possible to identify approaches to the choice of methods, forms and tools (games, trainings, roundtables, small lectures).

It is based on the understanding of the need to improve the personal qualities of the teacher, their ability to improve, reproduce and regenerate in the process of introducing technologies to address the prevention and elimination of professional deformation of the teacher. This process is based on the teacher's self-organization.

The teacher must take into account his interest in the system of self-organization, in the professional process in which his individual characteristics are manifested. Some teachers may exhibit professional fatigue (a type of professional deformity) or may be latent in nature. Consequently, they have to expend a great deal of effort to be active in the system of self-organization. Others, active and courageous, need to figure out in which direction to move so that their strength and enthusiasm can help them achieve their goals.

In the process of self-organization, inquisitiveness is understood as an action aimed at changing an existing situation or attitude towards it. The manifestation of



teacher activity is an important part of the planning process, as well as predicting the outcome of prevention technology of professional deformation. According to many scholars, these types of deformations limit professional and creative activity, reducing the level of teacher self-organization.

The game of practicality and trainings are based on involving the teacher in the process of realizing the problems faced by the teachers and developing ways to solve them in an interactive mode. The process of problem identification helps to form a positive motivation for professional activity, which is a preventive measure. In turn, positive motivation helps to raise awareness, shape problems, and develop ways to solve them.

A necessary component of problem solving is the processes of thinking and self-determination. Reflection is the understanding of one's own actions (self-reflection) and the actions of the subjects of communication (mutual thinking). Self-determination is the development of one's position, understanding one's place in professional activity.

It is important to keep in mind that the discussion will be more effective if the teacher knows his or her involvement in solving the problem. At the same time, reasoning needs to be turned into the past (critical understanding and analysis of accumulated experience) and the present (understanding and evaluating one's own actions in the decision-making process, taking into account the current situation on a regular basis).

Self-esteem can be adequate, when a personal opinion about oneself corresponds to what a person is actually like and that is, it can be inadequate, when an opinion about oneself contradicts the opinion of others. If there is a significant deviation in self-

esteem, then the mental balance is disturbed and the whole style of behavior changes. However, insufficient self-esteem is seen in underestimation or in overestimation.

It is the reflection of personal abilities on the basis of measures to prevent professional deformation of teachers and their application in professional activities.

The process of a teacher's entry into pedagogical activity is always associated with the problem of adaptation, which involves the analysis of life experience (self-reflection) and the perception of the experience of colleagues (mutual thinking). In this regard, the support system in the adaptation process is aimed at assessing the strengths and weaknesses of both ourselves and our colleagues.

The teaching profession cannot be imagined without stress; it is a necessary component of the whole profession. Stress occurs as a result of excessive work periods and frequent conflicts in the community.

Professional fatigue, professional deformation, and recurrence of fatigue are often observed in teachers. How can be prevented the recurrence of the manifestation of professional deformity? First of all, it is necessary to create an integrated system of teacher self-protection from this phenomenon. The teacher develops certain forms of self-defense, expands the scope of professional communication, reorganizes on pedagogical activity.

The high level of interpersonal conflict between teachers, as well as the need to meet the high social expectations of others, is related to the stress of the profession, the excessive tension of the physical forces required to perform professional tasks (Abdusamiev, 2021).



As a result of the analysis of the above points, we emphasize our conclusions and practical recommendations, based on our research aimed at the development of technology for the prevention of professional deformation that occurs in the activities of teachers.

CONCLUSIONS

Measures to prevent pedagogical professional deformation of teachers include:

1. Pedagogical advice. To teach the teacher self-knowledge, proper self-esteem and adapt to real life conditions, to form a motivational sphere, to prevent crisis situations, professional deformation of the teacher, to achieve emotional stability, to continuous personal and professional growth, to work on himself and improve professional skills, modern to assist in the development of pedagogical forms of education and interactive methods.
2. Pedagogical correction. Active pedagogical impact aimed at eliminating deviations from the norms of professional behavior, harmonizing relationships with students and colleagues. Pedagogical correction is carried out if during the consultation deviations from the functional norm in the professional behavior of the teacher are detected.
3. Objects of correctional work in the field of pedagogical correction, as a rule, open conflicts in relations with students, their parents, colleagues, leaders, norms that lead to the formation of a style of pedagogical communication, often expressed in a hidden form, leading to the violation of the teacher's personality.
4. Involvement of teachers in innovations of social and professional significance, professional development of teachers, promotion of professional

growth, expansion (enrichment) of social and professional competence, mastering the relevant subject, development of innovative projects and so on.

REFERENCES

1. Rogov E.I. Choosing a profession: becoming a professional. - M.: Vados-Press, 2003.
2. Ababkov V.A., Perret M. Adaptation to stress: fundamentals of theory, diagnostics, therapy / Ababkov V.A., Perret M. - St. Petersburg: Publishing House Rech, 2004.
3. Agarkova E.I., Chernyshova V.M. Prevention of the occurrence of professional deformation in the activities of a teacher. Workbook / Agarkova E.I., Chernyshova - Tambov: TOIPKRO, 2010
4. Beznosov S.P. Professional deformation of personality / Beznosov S.P. - St. Petersburg: Publishing House Rech, 2004.
5. Kermani K. Autogenic training / Kermani K. - Eksmo, 2007.
6. Abdusamiev D., Pedagogist faoliyatdagi kasbiy deformation hususiyatlari. NamDU ilmiy ahborotnomashi - scientific bulletin of NamSU 2021 yil 1-son
7. Loginova A.V. Professional deformation of the personality of the teacher and ways to overcome it // Young scientist. - 2015. - No. 11.