



Journal Website:  
<https://theusajournals.com/index.php/ajsshr>

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

## THE SIGNIFICANCE OF STRESS MANAGEMENT FOR TEACHERS' KEY PERFORMANCE INDICATORS

Submission Date: March 21, 2023, Accepted Date: March 26, 2023,

Published Date: March 31, 2023

Crossref doi: <https://doi.org/10.37547/ajsshr/Volume03Issue03-17>

A.Sh.Abdullayev

PhD Student Of The Research Institute "Family And Woman", Tashkent, Uzbekistan

### ABSTRACT

This article reveals that the stress management skills of teachers are important today. As such, the stress management knowledge of school teachers in Uzbekistan was studied.

### KEYWORDS

Teacher, kpi, psychological knowledge, quality of education, stress management

### INTRODUCTION

In a number of sources, the 21st century is recognized by scientists and experts as a century of stress. It can be said that this is globalization, the rapid development of Information Communication Technologies, an ideal life in contrast to real life, virtual life visions began to appear. These conditions lead to certain differences. This is increasing the difficulty in understanding, accepting, stressors of the event they are experiencing by humans.

The issue of stress has also become one of the most talked about issues in recent times by the World Health Organization. Because climate change, which is going on all over the world, is also being promoted as a factor in excessive stress, psychic disturbances that occur in humans. The issue of psychological health has become an important principle put forward by the World Health Organization, especially after the COVID-19 pandemic. There are cases when this period is even named by the organization as a period of stress. In connection with calls to preserve the psychological health of mankind

in recent times, specific recommendations are being put forward.

In recent times, calls for the preservation of the psychological health of mankind, specific recommendations are being put forward. For example, according to the APA (2013), only 37 percent of Americans can control their stress constructive. This testifies to the possibility of dressing problems in psychological health caused by the lack of resilience, flexibility in relation to stress, the lack of knowledge-skills in managing stress, in the rest of the population. Relatively new research shows that the issue of psychological health has been raised to a national level in the United States. In particular, it is noted that the National psychological health crisis of 2020 occurred. Every third American complains about stress at work, and there is also data on whether production in the US will suffer billions of dollars in losses due to stress at work. Relying on this information, one can come to the idea of how relevant it is to have psychological knowledge and the need to develop them. This necessity must also be counted.

From the above, it can be said that the development of psychological knowledge in humanity has become a goal based on humanistic, universal values. And the main educators of all mankind are teachers. The basis for the formation of psychological health in them, as well as the development of their system of psychological knowledge, the development of psychological knowledge of all mankind, the growing younger generation.

In Russia the results of M.I.Lukyanova's (1999) survey of school teachers showed that only 27.3% of teachers claimed to have sufficient knowledge in psychology and pedagogical psychology, while the remaining 33.8% of teachers reported the need to systematically increase their psychological knowledge, while 39% of

teachers mentioned that it is necessary to enrich the educational process with psychological knowledge. This suggests that they have a very high need for psychological knowledge. In our opinion, only by developing the psychological knowledge (stress management skills) of teachers is it possible to ensure, maintain and strengthen their psychological health first.

Scientific research has been carried out by Uzbek scientists on the development of psychological knowledge of teachers, and the development of psychological knowledge in educators is considered as a factor in their professional competence (Sh.Abdullayeva, 2019). As such, the psychological characteristics and specifics of Uzbek teachers have also been studied, and it is noted that the process of its self-actualization is important in improving the effectiveness of teachers' activities (R.Gaynutdinov, 1992, I.Mahmudov, 1994).

It is worth stopping separately, psychological characteristics that cause an increase in the effectiveness of teacher activity specific to educators, as well as a reverse regression, were determined by R.Gaynutdinov on the basis of factor analysis. In particular, negative characteristics are distinguished excessive excitability, self-blame, emotional instability, overconfidence, lack of self-confidence, concentration on failure, environment, inability to control the group, complete assimilation of educational materials and inability to deliver available knowledge. And the positive features are: attitude to one's personality as a value, sociability, adaptive thinking, self-awareness, strong self-control, systematic fixation, order, independent, courage, aspiration for the result, self-confidence, striving for leadership, empathy, being able to manage a team, being able to organize group

work, being able to fully master and deliver educational materials.

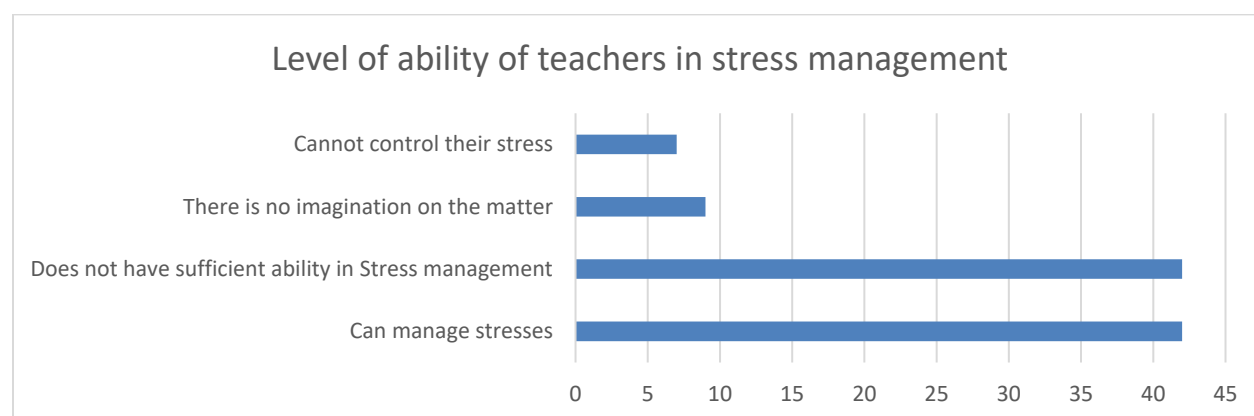
Some experts (Kunter, 2013, Rosshain, 1970) attributed an increase in general erudition in educators, an increase in its efficiency and experience. Those who stressed the need for such factors as intelligence, emotional intelligence, to develop in the personality of an educator. At the same time, the interest of the teacher in his profession, science, teaching and the process of intellectual development of the individual is also important. Curiosity in this direction is an important efficiency factor in pedagogical activity. It should be noted that the formation of a teacher's curiosity for the field and science occurs as a socio-psychological, pedagogical problem.

It is important that teachers have the knowledge and skills to manage their own personal and professional stress, and to prevent and eliminate cases of professional fading. A state of emotional fading has been brought to the surface as a result of the educator's inability to control his stresses, to acquire

psychological knowledge-skills in this direction (Maslach, Shuveli, Leiter, 2001).

In order to delve further into the essence of the issue, a survey was conducted on the educational telegram channel, which brings together more than 17 thousand other teachers from Uzbekistan. In the questionnaire, the question was posed in the form: "Dear teachers, to what extent can you manage the stresses in yourself? Do you have personal stress management methods and strategies?". 421 respondents participated in the survey. Of the respondents: 42% (177) answered "I can control my stress, I have my own methods"; another 42% (177) begins the answer "I try to control my stresses, but not always it comes out of my hands"; 9% (35) the answer "I didn't think about it"; the remaining 7% (32) begins the answer "I can't control my stresses, I don't know any method". It can be seen that the school does not count itself competently on stress management, more than 50% of teachers, and the need for knowledge in this direction may exist. With research results (See Figure 1) <https://t.me/pedagoglarga/18837> you can also get acquainted directly through the link.

Figure 1



It is also worth noting that professor I. Dubrovina carried out significant research on the above points.

According to her, the insufficient level of psychological knowledge in specialists working in the field of

education, especially in teachers, is a unique fact. For this reason, the educational process is not able to fulfill its functions. The underdevelopment of psychological culture leads to the underdevelopment of the general culture of people. The sad aspect, the fact that psychological culture is not as developed as it should in educators, as a result of which there is a decrease in universal values and the role of humanism in society. Professor I.Dubrovina from scientific observations on the surface of this issue can be understood that the scientist is strongly worried about the current situation.

In conclusion, as a teacher, all understand that stress is unavoidable. Papers will pile up, students will misbehave, and lessons must be planned. However, while stress is unavoidable, how you deal with it can mean the difference between a long and rewarding career and one cut short by burnout. The role of a teacher is demanding and multifaceted, and thus the stressors are numerous - whether it's the pressure to perform, finding time to master learning objectives, or achieving the (apparently impossible) dream of work-life balance. While we are unlikely to be able to eliminate all work-related stressors, there are a few strategies to help teachers manage stress on a daily basis.

Acknowledgements. At the end of our work, he helped us closely to carry out the research <https://t.me/pedagoglarga> we express our gratitude to the administration of the telegram channel. At the same time, in the preparation of this material, we say thank you to the specialists and scientists who have created a large scientific base for us. If there were no huge supports above, perhaps the value of this work would not have been.

## REFERENCES

1. Wheeler, A.R. and Buckley, M.R. (2021), "A Century of Stress Headed into the Next Century", HR without People? (The Future of Work), Emerald Publishing Limited, Bingley, pp. 101-114. <https://doi.org/10.1108/978-1-80117-037-620211007>
2. <https://www.meer.com/en/64318-managing-stress-in-the-21st-century>
3. [https://www.who.int/news-room/fact-sheets/detail/climate-change-and-health?gclid=CjwKCAiAr4GgBhBFEiwAgwORrYFxF6tHiMiV8Sc7jFwZtJx\\_GhEoGoVgLDR1LPv9QLBSw-zoK\\_Q13BoCgv8QAvD\\_BwE](https://www.who.int/news-room/fact-sheets/detail/climate-change-and-health?gclid=CjwKCAiAr4GgBhBFEiwAgwORrYFxF6tHiMiV8Sc7jFwZtJx_GhEoGoVgLDR1LPv9QLBSw-zoK_Q13BoCgv8QAvD_BwE)
4. [https://www.who.int/publications/i/item/9789240003927?gclid=CjwKCAiAr4GgBhBFEiwAgwORrT6FKSQEG\\_C6T1fOr5t6Z5o2WoF6oA4goy8iHvIX1m7s\\_tZj\\_YcRBoCrbcQAvD\\_BwE](https://www.who.int/publications/i/item/9789240003927?gclid=CjwKCAiAr4GgBhBFEiwAgwORrT6FKSQEG_C6T1fOr5t6Z5o2WoF6oA4goy8iHvIX1m7s_tZj_YcRBoCrbcQAvD_BwE)
5. <https://www.apa.org/news/press/releases/stress/2012/full-report.pdf>
6. <https://www.apa.org/news/press/releases/stress/2020/report-october>
7. [https://humanjourney.us/health-and-education-in-the-modern-world/mind-and-health?gclid=CjwKCAiAr4GgBhBFEiwAgwORrWk\\_vigJef8ELRhpfAGIMIVwdCiOGCZcv2\\_IqVHjK-buoEpGn4hqURoCmsUQAvD\\_BwE](https://humanjourney.us/health-and-education-in-the-modern-world/mind-and-health?gclid=CjwKCAiAr4GgBhBFEiwAgwORrWk_vigJef8ELRhpfAGIMIVwdCiOGCZcv2_IqVHjK-buoEpGn4hqURoCmsUQAvD_BwE)
8. Лукьянова М. И. Противоречия практики взаимодействия школьного психолога с педагогами: анализ результатов исследования // Психологическая наука и образование. 1999. № 2. С. 62.
9. Sh.X.Abdullayeva. Pedagog professional kompetentligini shakllantirishning ijtimoiy psixologik mexanizmlari: DSc. ... 19.00.05. – O'zMU, 2019. – 213 b.
10. Р.З.Гайнутдинов. Психология личности учителя узбекской национальной школы и её формирование в системе непрерывного образования : автореферат дис. ... доктора



психологических наук : 19.00.07.- Санкт-Петербург, 1992.- 34 с.

11. И.И.Махмудов. Этнорегиональные и возрастные аспекты психологического климата педагогических коллективов, кан.псих.наук... дис.:19.00.07. – Т.:ТГУ,148 с.
12. Р.З.Гайнутдинов. Психология личности учителя узбекской национальной школы и её формирование в системе непрерывного образования : автореферат дис. ... доктора психологических наук : 19.00.07.- Санкт-Петербург, 1992.- 34 с.
13. Rosenshine, B. (1970). Enthusiastic teaching: A research review. The School Review, 78(4), 499–514. <https://doi.org/10.1086/442929>.
14. Kunter, M. (2013). Motivation as an aspect of professional competence: research findings on teacher enthusiasm. In M. Kunter, J. Baumert, W. Blum, U. Klusmann, S. Krauss, & M. Neubrand (Eds.), Cognitive activation in the mathematics classroom and professional competence of teachers: results from the COACTIV project (pp. 273–289). Springer.
15. Maslach, C., Schaufeli, W. B., & Leiter, M. P. (2001). Job burnout. Annual Review of Psychology, 52(1), 397–422. <https://doi.org/10.1146/annurev.psych.52.1.397>.
16. И.В.Дубровина Психологическая культура и образование // Национальный психологический журнал. 2007. №1 (2). URL: <https://cyberleninka.ru/article/n/psihologicheskaya-kultura-i-obrazova>