

Improving The Preventive System Of Professional-Pedagogical Deformation Among Higher Education Teachers

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Abstract: This article analyzes the current state of the preventive system aimed at preventing and reducing professional and pedagogical deformation in higher education teachers. The issue of professional deformation began to be studied in the 20s-30s of the 20th century. In this regard, one can see scientific research that studied the problems of professional aspiration, ensuring labor reliability, increasing work capacity, as well as situations related to unfavorable conditions in professional activity. Professional deformation is a negative change in the cognitive, behavioral and motivational sphere of a specialist as a result of the influence of external and internal factors in professional activity. During the study, the main causes of professional deformation, its impact on teachers and existing preventive measures were studied. Based on the results obtained, practical recommendations were developed to propose effective preventive measures aimed at reducing professional deformation. The results of the study will serve to increase the professional well-being and effective work of teachers in the higher education system.

Keywords: Professional-pedagogical deformation, higher education, teacher, preventive system, stress, emotional burnout, motivation, psychological support, workload, professional development.

Introduction: In the higher education system, psychological and pedagogical challenges faced by instructors during their professional activities may lead to professional-pedagogical deformation. This process manifests itself through a decrease in job satisfaction, emotional exhaustion, stress, and reduced work productivity. In the modern educational environment, teachers are expected to demonstrate high levels of adaptability, creativity, and readiness for innovation. However, these demands may impose additional pressure and negatively affect their mental and physical well-being.

By the 1960s, scientific perspectives on professional pedagogical deformation expanded, and numerous studies began focusing on occupational stress and burnout. Psychologists and sociologists such as Frederic Herzberg [1] and Wilfred Bion [2] studied various forms of professional deformation. They identified several contributing factors, including stress, multitasking, lack of clear professional purpose, and social isolation. These findings confirmed that preventing and addressing professional-pedagogical

deformation is an important scientific and practical concern. Professional-pedagogical deformation directly affects the effectiveness of the educational process. A teacher's psychological state, attitude toward work, and motivation directly influence the quality of students' education and their engagement in the learning process. Therefore, preventing and eliminating professional deformation is one of the key scientific and practical tasks.

This article focuses on analyzing the current state of preventive systems aimed at addressing professional-pedagogical deformation among higher education instructors, identifying existing problems, and developing recommendations for improvement. The article also examines strategies for creating a healthy work environment in higher education institutions, supporting professional development, and ensuring emotional well-being. A deeper analysis of the causes of professional deformation reveals that the issue is closely linked with several social, economic, and cultural factors. From an economic standpoint, insufficient salaries relative to workload, weak incentive systems, and limited social protection

adversely affect the psychological state of teachers. From a social perspective, teachers' relatively low status in society and insufficient appreciation of their work weaken professional motivation. Cultural factors include the outdated nature of traditional education systems, challenges in adapting to modern pedagogical approaches, and interpersonal problems among teachers. These factors significantly influence teachers' psychological well-being, contributing to emotional exhaustion and decreased job satisfaction.

LITERATURE REVIEW

The issue of professional-pedagogical deformation among higher education instructors has received increased attention in recent years, with numerous studies conducted in psychology, pedagogy, and management. The concept of professional deformation was first introduced in psychological and pedagogical research by Christina Maslach and Susan E. Jackson [3], who described it as emotional exhaustion and occupational stress experienced by teachers. Later, Wilmar B. Schaufeli and Arnold B. Bakker [4] developed the "Burnout Inventory" to assess levels of professional burnout among teachers. In recent years, several studies have examined the impact of professional deformation on higher education. For instance, research by Jari J. Hakanen, Arnold B. Bakker, and Wilmar B. Schaufeli [5] revealed that professional burnout and loss of motivation among teachers are associated with working conditions, administrative pressure, and increased workload. Various researchers have proposed models and strategies to prevent professional deformation. Friedman [6] emphasized the importance of psychological support systems to ensure teachers' emotional and professional well-being. Christopher Kyriacou [7] argued that improving the work environment and providing opportunities for professional development are among the most effective strategies.

In Uzbekistan, this issue has been studied by Abdusamiyev Dilmurod [8], who interpreted professional deformation as changes in personal qualities caused by professional activities, disruption of pedagogical content, and deterioration of professional skills and abilities. D. B. Botirova [9] investigated the socio-psychological factors of professional burnout and emphasized that these factors influence teacher performance, interest, and motivation, while also shaping recommendations for preventing socio-psychological risks.

METHODOLOGY

This research aims to improve the preventive system for addressing professional-pedagogical deformation among higher education instructors. A combination of

methodological approaches was used. Pedagogical and psychological literature, scientific articles, dissertations, and international experiences were analyzed to explore the essence of professional-pedagogical deformation. A special questionnaire was developed to determine the level of professional deformation and identify influencing factors among higher education instructors. Interviews with experienced teachers, psychologists, and educational specialists were conducted to gather insights on effective preventive approaches. Additionally, observations of teachers' work activities helped identify manifestations of professional deformation and its impact.

RESULTS

Initial survey results were obtained using the Maslach Burnout Inventory (MBI), a widely used psychometric tool for assessing burnout among teachers, healthcare workers, service staff, and other professionals. The survey revealed that among 75 teachers from Chirchik State Pedagogical University, Bukhara State Pedagogical Institute, and Denau Institute of Entrepreneurship and Pedagogy, 65% reported experiencing elements of professional deformation. The most common issues were:

- Emotional exhaustion (70% of respondents);
- Decreased motivation (55%);
- Occupational stress and tension (60%)

The findings also showed that teachers with more than five years of experience exhibit higher levels of deformation, with chronic stress and excessive workload significantly affecting their psychological condition.

Despite the existence of preventive initiatives in higher education institutions, their effectiveness remains insufficient. Findings indicate:

- 42% of teachers reported the absence of programs aimed at improving working conditions.
- 35% stated that existing preventive measures are not fully implemented.
- Only 10% regularly participate in psychological training programs.

These findings highlight the need for substantial improvements in preventive systems.

DISCUSSION

The results demonstrate that professional-pedagogical deformation is widespread among instructors in higher education and that existing preventive strategies are not effective enough. Several factors contribute to this situation:

1. Increased workload due to digitalization of education, research obligations, and administrative tasks.
2. Declining motivation caused by insufficient recognition, low salaries, and limited opportunities for professional advancement.
3. Weak preventive services, often limited to general psychological advice with low participation rates.

Even where psychological counseling services exist, their reach is limited. For example, although psychological support services operate at Tashkent State Pedagogical University, participation remains low. Preventive activities lack regular scheduling, systematic monitoring, and post-training evaluation mechanisms. Main problems include inadequate resources for psychological services, insufficient institutional focus on occupational stress, and low psychological awareness among teachers.

To address these issues, preventive programs must be transformed into a comprehensive, individualized, scientifically grounded system, which includes:

- Individual preventive planning based on each teacher's workload and mental state;
- Regular psychological training and counseling;
- Awareness campaigns aimed at improving psychological culture;
- Development of indicators to measure the effectiveness of preventive activities.

Many instructors avoid discussing psychological issues or seeking professional help, which complicates stress management. Thus, increasing psychological culture and encouraging help-seeking behavior are essential. Current results underscore the need for deeper reform of preventive systems in higher education through scientifically grounded and practical strategies.

CONCLUSION

Based on the research findings, the following conclusions can be drawn:

1. A systematic preventive approach is needed to address professional-pedagogical deformation.
2. Excessive workload should be avoided, as it is a major cause of emotional exhaustion and reduced motivation.
3. Current preventive measures are insufficient and require improvement.

Recommendations:

1. Strengthen psychological support systems, including regular psychological training and counseling.
2. Optimize workload by reducing unnecessary

administrative tasks and implementing flexible work schedules.

3. Organize professional development programs such as workshops and trainings.
4. Improve motivational systems, including salary increases and incentive mechanisms.
5. Support scientific research, which may reduce professional deformation by increasing professional engagement.

Implementing these recommendations can significantly reduce professional-pedagogical deformation among instructors and create favorable conditions for effective pedagogical activity.

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