



## Peculiarities of psychoprophylaxis and psychocorrection of teacher's professional deformation.

**Sobirova Niginabonu**

**master student of KDPI.**

**Abstract:** This article analyzes methods of psychoprophylaxis and psychocorrection for preventing and correcting professional deformity among teachers working in the field of education. As a result of professional deformation, negative situations such as stress, emotional fatigue, and decreased motivation occur in teachers. The article recommends the use of preventive measures, such as stress management, work-life balance, and communication skills development, to alleviate the professional deformation of teachers. Emphasis is also placed on ways to reverse the deformation process through psychological support, relaxation training, and increasing resilience to failure. These measures help teachers to work effectively in a healthy psychological environment.

**Key words:** Mental and emotional exhaustion, organizational issues, physical fatigue, passion and motivation.

The process of a teacher's professional deformation refers to the gradual changes that lead to mental and emotional exhaustion, decreased job satisfaction, and diminished motivation over time in the educational profession. This process can significantly impact a teacher's personality, teaching style, and overall approach to their duties.

### Stages of Professional Deformation

#### 1. Initial Stage (Mild Deformation):

At this stage, teachers retain interest in their work, but the increasing workload, challenges in communication with students, and organizational issues may lead to occasional stress. Early signs include physical fatigue and emotional strain, though these are typically short-lived and have minimal impact on professional motivation.

#### 2. Intermediate stage (Deepening deformation):

During this phase, teachers may experience reduced enthusiasm, emotional exhaustion, and a sense of disinterest in their work. They may approach tasks with detachment, lose sensitivity toward students, and adopt a more formal attitude toward the teaching process. Increased sensitivity to criticism and either excessive demands on students or indifference may also emerge.

#### 3. Advanced stage (Severe deformation):

At this stage, teachers may lose nearly all passion and motivation for their work, experiencing intense emotional and mental exhaustion, lowered mood, and even

depressive symptoms. They may show apathy toward students and tasks, avoid accountability for challenges, resist constructive feedback, and lack the desire for professional growth.

#### Causes and contributing factors

**Stress and overload:** Teaching demands high levels of emotional and intellectual engagement, which can lead to chronic stress over time.

**Loss of motivation:** Repetitive tasks and a lack of rewards can contribute to reduced motivation.

**Social and organizational pressure:** High expectations from administration and parents, along with inadequate working conditions, can add to the strain.

**Lack of supportive community:** Insufficient peer support and understanding among colleagues can exacerbate feelings of isolation.

#### Prevention strategies

To prevent professional deformation, regular psychological support through preventive and corrective methods, such as counseling and stress management training, is recommended. This approach helps teachers maintain mental well-being and sustain professional satisfaction over time.

The peculiarities of psychoprophylaxis and psychocorrection for a teacher's professional deformation involve strategies to prevent and mitigate stress, mental strain, and negative attitudes toward work. Professional deformation often results in emotional exhaustion, detachment, reduced motivation, and other adverse effects. Addressing these changes early is essential to preserving teachers' well-being and professional satisfaction.

#### 1. Psychoprophylaxis (Prevention) peculiarities:

**Developing stress management skills:** Training and workshops help teachers learn techniques for managing stress and reducing emotional strain.

**Balancing work and personal life:** Support for maintaining a healthy work-life balance helps prevent burnout, encouraging teachers to allocate time effectively for both work and rest.

**Supporting professional growth:** Encouraging teachers to engage in continuous professional development to refresh and improve their skills, fostering a sense of growth and fulfillment.

**Enhancing communication and collaboration skills:** Training in team collaboration and fostering healthy relationships with colleagues and students strengthens support networks and improves the work environment.

#### 2. Psychocorrection (Correction) peculiarities:

**Emotional support and encouragement:** Providing psychological support to teachers experiencing professional deformation helps restore their motivation and sense of purpose.

**Developing self-correction and reflection techniques:** Workshops on self-awareness and emotional regulation help teachers better understand and manage their feelings.

**Therapeutic and relaxation exercises:** Psychotherapeutic methods and relaxation exercises assist teachers in restoring emotional balance and reducing stress.

Building resilience to setbacks: Training in resilience and constructive coping with challenges enhances teachers' confidence and their ability to face professional difficulties positively.

Together, psychoprophylaxis and psychocorrection support teachers in maintaining a healthy psychological state, preventing professional deformation from escalating, and improving job performance in a supportive work environment. Identifying and eliminating factors contributing to professional deformation is crucial for ensuring long-term well-being and effectiveness in the teaching profession.

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