

**MANIFESTATION OF PROFESSIONAL DEFORMATION IN PRIMARY TEACHERS:
ON THE EXAMPLE OF THE MATURE PERIOD**

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Abstract: This article scientifically analyzes the psychological characteristics of the process of professional deformation in the activities of primary school teachers, its formation factors and the reasons for its intensification under the influence of psychological conditions characteristic of the mature period. Cognitive, affective and behavioral forms of professional deformation, as well as the impact on the teacher's professional growth and personal well-being, are studied. The study analyzes such manifestations of teachers as stereotyping, excessive control over students, didactic command tone, and formalized communication in connection with the characteristics of the mature period.

Keywords: professional deformation, primary school teacher, professional fatigue, pedagogical communication, psychological characteristics, maturity period, emotional stress, pedagogical reflection.

INTRODUCTION

Primary school teachers, who are the mainstay of the education system, are specialists who have the strongest influence on the intellectual and psychological development of children. The psychological load of this profession is high, requiring patience, a stable emotional state, self-control, social adaptability, pedagogical skills and creativity from the teacher. As a result of the tension in the teacher's work, formalized tasks, repetitive processes and the constant supervisory role, professional deformation can form over time.

Professional deformation is a psychological change that occurs as a result of the repetitiveness, organizational difficulties, emotional stress and uniformity of roles of the teacher, which negatively affects the professional activity of the individual, the overall quality of life and communication with students.

1. Psychological characteristics of the work of a primary school teacher

A primary school teacher:

- performs a multifunctional pedagogical role (teacher, educator, psychologist, mentor);
- must have a deep understanding of the psychology of young children;
- controls all stages of the lesson process;
- is in close communication with students;
- the process of preparing and conducting lessons is repetitive.
- These factors can cause professional fatigue in a teacher in the long term and lead to professional deformation.

- 2. The essence and forms of professional deformation

In scientific literature, professional deformation is classified into the following forms:

Cognitive deformation

- Excessive control of students' actions;
- Demanding to complete assignments only in one's own way;
- Resistance to new methodologies;
- Increasing pedagogical stereotypes.

Emotional deformation

- Emotional exhaustion, emotional "burnout";

- Reduced sensitivity to external influences;
- Coldness towards students;
- Reduced stress tolerance.

Behavioral deformation

- Communicating in a commanding tone;
- Excessive discipline of students;
- Denial of the individual characteristics of students;
- Professional formalization: binding each process to rules.

3. The relationship between the period of maturity and professional deformation

In psychology, the "period of maturity" (30–50 years) is considered the period of highest achievement in professional activity. But at the same time:

- professional experience increases, but the need for innovation decreases;
- stereotypes are strengthened;
- interest in innovative methods fades;
- the "autopilot" mode of professionalism appears.

Therefore, it is precisely the period of maturity that is considered the stage when the risk of professional deformation is highest.

4. Factors that increase professional deformation in primary school teachers

Emotional factors

- the need for patience in constant communication with young children;
- noisy, active environment;
- complex educational situations;
- pressure in communication with parents.

Organizational factors

- the large number of lessons;
- documents and reports;
- the high demands of the educational program;
- responsibility in preparing students.

Professional factors

- insufficient methodological training;
- difficulties in adapting to updated programs;
- insufficient training courses.

5. Manifestations of professional deformation in primary school teachers

Changes in pedagogical communication

- increased command tone;
- low attention to the individual needs of students;
- frequent reprimands;
- emotional rigidity.

Decreased professional motivation

- decreased interest in work;
- lack of creative approach to lessons;
- situations of taking lessons only for formality.

Changes in self-awareness

- decreased confidence in one's profession;
- the feeling of "I am not getting results";
- internal psychological conflicts.

6. Ways to prevent and eliminate professional deformation

Psychological approaches

- emotional relaxation and stress management;
- regular work with a psychologist;
- self-analysis (reflection).

Pedagogical approaches

- introduction of new methodologies;
- interactive training;
- study of the experience of advanced teachers.

Organizational support

- optimization of teachers' workload;
- increasing professional development courses;
- motivational programs for teachers.

CONCLUSION

Professional deformation in primary school teachers is formed under the influence of many factors and can intensify during adulthood. This process changes the emotional, cognitive and behavioral characteristics of the teacher, negatively affecting the quality of the educational process. Therefore, professional deformation should be considered not only as an individual psychological condition, but also as a systemic component of pedagogical problems. The psychological well-being of the teacher, professional support and methodological training are the main factors in preventing deformation.

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